

THIRTY-THIRD ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1938

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Edmonton, December 31st, 1938.

TO HIS HONOUR,
JOHN CAMPBELL BOWEN,
Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the
Department of Education for the year 1938.

I remain, Sir,
Your obedient servant,
WILLIAM ABERHART,
Minister of Education.

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REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART, B.A.,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirty-third annual report of the Department of Education. Before commenting on certain matters not covered elsewhere in the report, may I call attention to certain high lights of the statements submitted by the officials of the Department.

(1) Approximately 90% of the rural schools of the Province have now been organized into 44 School Divisions. Not more than 350 rural schools will be operating as individual units next year.

(2) One result of this re-organization has been the appointment of additional supervisory staff. Dr. A. B. Currie has been appointed inspector of High Schools with special responsibility for the organization and supervision of commercial classes. The senior supervisory staff now numbers three, while the junior staff has a membership of thirty-three.

(3) The total enrolment in all schools under the jurisdiction of the Department was 166,664. To accommodate these pupils, 6,034 classrooms were operated, the largest number thus far.

(4) During the year 99.3% of these rooms operated for more than 160 days, while the average number of days these rooms were in operation was 196.09.

(5) The average salary paid in rural schools was \$777.76, while for the year 1927-28 this average was \$1,027.63. In town schools and separate schools respectively the averages were \$1,650.64 and \$1,118.27. In both cases these figures represent an increase over the average paid ten years ago.

(6) The percentage of pupils in secondary grades increased to 18.28—the highest in our history.

(7) Summer courses continue to be very popular. The following statement shows the opportunities available with the attendance at each:

A School of Community Life held at Olds School of Agriculture—attendance, 100.

Joint Summer Session—Department of Education and University of Alberta:

(a) Departmental section—Edmonton attendance, 1,505.

(b) Departmental section—Calgary attendance, 600.

(c) University section—attendance, 375.

Banff School of Fine Arts, Banff—attendance, 200.

Leadership training for Recreational Work, Edmonton—attendance, 56.

(8) The Departmental section of the Joint Summer Session had on its staff a number of American teachers who had specialized in "Activity" school programmes. Extended reference to them and

their contribution will be found in the report of the Supervisor of Schools.

(9) This year's report contains a statement of the work in teacher-training done by the School of Education. This serves to give a more complete picture of the whole effect in the preparation of teachers.

(10) For the first time in years a distinct shortage of teachers was experienced during the summer and fall of 1938. With the increase in registrations at the Normal Schools for the year 1938-39 (approximately 100), it is expected that supply and demand will be in balance again by next mid-summer.

(11) The revision of the programme of studies begun in 1934 is now practically complete. The outline for Grade XII will be put in shape during the next three months and be ready for the printer by Easter, 1939.

(12) Withdrawal of examinations in Grades X and XI has resulted in an astonishing demand for instruction by correspondence. Not less than 635 pupils are receiving instruction in one or more subjects.

(13) The Grade IX examination has quite lived up to our expectations as a discriminatory and selective agency. It is now possible to give a certain amount of guidance to pupils based on something more convincing than mere personal opinion.

(14) Notice has been given of new requirements for admission to Normal Schools which are to become effective in September, 1940.

(15) In November, Dr. Frederick L. Redefor, executive secretary of the Progressive Education Association of New York City, visited the Province to observe the working of our "Enterprise" programme. While he was in Alberta, arrangements were made for the Progressive Education Association to present one of its panel programmes at the Easter meeting of the Alberta Educational Association. As a consequence, nine outstanding American educators will be in Edmonton next spring.

(16) At the conclusion of last school year twenty-three teachers appealed to the Board of Reference against what was claimed to be wrongful dismissal. Nineteen of these secured re-instatement. It is noteworthy that none of these appeals came from teachers in Divisions.

(17) Registration in rural short courses under the Dominion-Provincial Youth Training Plan revealed that the boys had an average educational attainment of 8.8 grades, while the girls averaged 9.5. Registrants from urban communities showed averages considerably higher. All of which goes to show that rural young people are far from enjoying equal educational opportunity with their urban cousins.

(18) A start was made during the year in the broadcasting of programmes to the schools. Lessons in international relationships for the senior grades and in music for elementary and senior grades were given. With the opening of the C.B.C.'s high powered station at Watrous, it is expected that this work in co-operation with other provinces may be greatly extended.

(19) One of the outcomes of the Divisional organization has been the co-operative establishment of dormitories or high school

centres where rural pupils may live while carrying on their studies. These have made it possible for a considerable number of pupils to receive advanced training who otherwise would have found it impossible.

(20) One hundred new schools were built during the year. Forty-seven of these were financed out of current revenue, thirty-two were built by voluntary labour aided by government grants or by a special levy, ten by the issue of short term debentures, five by debentures sold locally, and the remaining six by loans approved by the Minister under Section 171 of The School Act.

(21) Each candidate for Grade IX standing is required to complete work in three options. Junior Business continues to hold first place in the choice of the pupils; Art is in second place; Dramatics third, and Music fourth.

(22) The School Book Branch has completed twenty-five years of service. The volume of business last year exceeded that of any other year in its history, the total turn-over being in excess of \$280,000.00.

(23) The total sum invested in new construction by school districts during the year was \$258,114.44—the largest sum to be so expended since 1930.

(24) On the Grade X level General Shop was offered in 25 centres and Household Economics in 20. In the intermediate schools, 46 districts offered General Shop and 52 Household Economics.

(25) Registration at the Provincial Institute of Technology and Art totalled 1,112. Of these approximately 500 were full-time day students, the others receiving instruction either in evening or correspondence classes.

YOUTH TRAINING

In the latter part of 1937 agreements were signed by Dominion and Provincial authorities whereby the Province undertook a programme for the rehabilitation of unemployed youth. Five projects were organized. The first of these was designed for the restoration of morale, provision of social contacts, physical re-conditioning and training in various phases of farm life and home-craft for the rural youth. Twenty-seven short courses (of two weeks each) were held in widely separated centres throughout the Province, and 2,705 attended. The second provided training for 60 young men in elementary work in forestry. A camp was established in the foothills on the Highwood River and was carried on for seven months. Employment results were not as satisfactory as had been hoped, largely because of the fact that the course terminated at the wrong time of the year. Under the third project three courses of three months each for the training of housemaids were organized in Edmonton and Calgary. A good type of young woman was recruited, and no difficulty was found in placing the graduates of the courses in employment. The fourth scheme was designed to assist a number of farm boys from the drought area by providing courses for them in the Provincial Schools of Agriculture. City boys to a like number were given the same privilege. The latter, due to lack of background, did not receive as much benefit. Practically all of

both groups are now employed on farms. In addition, 74 boys were placed in training on fur, poultry and non-specialized farms and in creameries.

Probably the most significant work was done in the urban field. This project provided occupational training, health and recreational work, vocational guidance, vocational training where possible, and placement. The following procedure was generally adopted: Young eligible persons (either sex) were registered at the local employment office or by mail from smaller towns. As the centres were organized, registrants were instructed to report for preliminary training. Local residents continued to maintain themselves, while non-residents (in certified necessitous circumstances) were maintained in accordance with the terms of the agreement. In the original registration form the trainee had furnished us with considerable personal history and also made one or more selections of an occupation for which he wished to be trained. This information was now supplemented by personal interviews, and the trainee was permitted to occupy himself with any form of handwork available at the Centre (for boys—woodwork, leatherwork, art, flat or cold metal work, art or sign work, drafting,—and corresponding media for girls) in which he or she might be interested and which would act as a medium through which abilities or skills might be estimated. The trainee's work at this stage was supervised, but no definite instruction given. Trainees were expected to spend six to eight weeks in this preliminary course, which included Health and Physical Training instruction, and also opportunity for "Observation". "Observation" is the term used when a trainee is sent out to industry to observe someone working at the particular job to which he aspires. This custom of sending trainees out for observation also gives an opportunity for some person in the plan or shop to observe the trainee, having in mind his suitability and aptitude for the occupation for which he wishes to be trained.

A typical division of a trainee's time during the latter part of this occupational training period would be:

Occupational work at Centre	15 hours
Health (P.T., 2; First Aid, 1; Games, 2; English Talks, 1)	6 hours
Observation in Industry	9 hours
Total for week	30 hours

Trainees were rated weekly by supervisors at the Centre on eight points: attendance, punctuality, co-operation, responsibility, appearance, care of equipment, progress in work. These ratings, together with the reports from "observations" formed the basis of the summary or final report recommending the type of work for which this trainee was fitted and for which he should be trained. These summary reports were composite in that they were prepared by two or more supervisors, and so the danger of personal and individual bias was eliminated.

During the entire period the trainee was constantly being informed and advised as to the qualities and attainments (personal and otherwise) that are necessary for success in the work he had chosen, or more specifically, the requirements he must meet before he could be recommended for training. As soon as these requirements had been met and the summary report recommended training

for a certain occupation, steps were taken to place the trainee with a firm which had already signified its willingness to receive him with the purpose of fitting him for employment in this line later. Our experience during the past year has been that with properly selected trainees the majority will be absorbed by the firms giving the training.

We feel that our experience with this programme has resulted not only in very valuable service being rendered to approximately 5,000 young people who had a sense of discouragement and defeat, but it has taught the Department of Education very definitely two things: first, that its responsibility is not fully discharged when it brings the boy or girl to the point where the school has no further contribution to make, whether that point comes early or late in the child's career; and second, that we can profitably spend time and money and brains in seeking to prepare young people better for the work which they are going to have to do anyway.

For some time we have been observing the very successful Health and Recreation programme being developed in British Columbia. Through the generous co-operation of the Minister of Education of that province, the services of the Director were loaned to Alberta for one week in June last. During that time conferences were held with leaders in physical training, recreation programmes and leisure time activities. As a consequence it was decided to launch in the fall a programme modelled after the one which had proved itself on the coast. In preparation for this, a leadership training course was held in Edmonton during the summer with 56 picked people in attendance and in charge of four instructors loaned by the British Columbia Department. In preparation for the establishment of these recreation centres a survey was made to ascertain what communities were sufficiently interested to provide accommodation for the classes and the minimum equipment required. A community which was able to qualify in these regards was permitted to nominate a local person for attendance at the leadership course. Staff members of the various Youth Training Projects under the Dominion-Provincial scheme were also in training in this course. Classes began in October, and by the end of the year 87 groups were in operation in 31 centres with a registration of upwards of 6,500 young people.

Complete reports of all activities of the Department will be found attached hereto.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
OF EDUCATION

(M. M. O'BRIEN)

During 1938 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was six; these being the Manitoba School for the Deaf at Winnipeg, the Ontario School for the Blind at Brantford, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Nazareth Institute for the Blind at Montreal, and the School for the Deaf and Blind at Vancouver. The total number of deaf children taken care of was 79 and the total number of blind children taken care of was 28.

During the June term there were 67 pupils in attendance at the school in Winnipeg. Five of these pupils did not return for the fall term, and one pupil transferred to Vancouver for the fall term. Five new pupils entered school in the fall, making a total of 66 pupils in attendance for the December term. One boy who had been attending the school at Vancouver did not return for the fall term. As of December 31st, 1938, the attendance of pupils at the different schools was as follows: 66 at the Manitoba School for the Deaf, 3 at the School for Deaf Girls in Montreal, 3 at the School for Deaf Boys in Montreal, and 1 at the School in Vancouver.

There were 26 blind children taken care of at the Ontario School for the Blind at Brantford during 1938. Eighteen students attended during the June term, and one boy completed his course and did not return. Eight new pupils attended during the December term, making a total of 25 in attendance as of December 31st. There was one blind boy in attendance at the Nazareth Institute during the June term, and he did not return in the fall. One new boy commenced at the Institute in the fall.

The total amount expended on behalf of the deaf and blind children for the fiscal year ended March 31st, 1938 was \$44,755.75, or \$1,429.17 in excess of the amount expended in the previous year.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1938. The amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. The southern area is served by an executive committee of 12 members residing in the City of Calgary, and the northern area by an executive of 10 members residing in the City of Edmonton. These committee members give their services free. In addition to the committees, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants where the different phases of the work that the Institute engages in during the year is handled. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1937-38 was \$18,169.58. In addition to

the grant made by the Legislature it was necessary, therefore, for the two committees to obtain additional funds, and these funds were raised by campaigns conducted under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary with 19 pupils and one in Edmonton with 11 pupils. Classes for sub-normal pupils were also conducted in Calgary and Edmonton. The Calgary Public School Board had 8 rooms in operation with 132 pupils enrolled, the Calgary Separate School Board had one room in operation with 12 pupils enrolled, and the Edmonton Public School Board had 7 rooms in operation with 124 pupils enrolled. These rooms received grants from the Government, through the Department of Education, based on fifty per cent. of the teacher's salary. For the 8 rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board the grant paid was \$7,369.98. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$522.50, and the 7 rooms for sub-normal pupils and the one room for the sight-saving class in Edmonton received a grant of \$6,439.82.

LOANS TO NORMAL SCHOOL STUDENTS

There is still a considerable amount outstanding on the loans made to Normal School students prior to 1932. Collections are still being made, and during 1938 about 104 teachers made payments against their accounts and 40 other teachers closed out their accounts. During the fiscal year ended March 31st, 1938, there was collected on these loans \$6,129.55 principal and \$2,552.97 interest. The balance outstanding on these loans at the end of the fiscal year was \$79,906.05 principal and \$17,319.82 interest.

LOANS TO SCHOOL DISTRICTS

During the fiscal year there was collected on school district loans \$1,183.14 principal and \$1,987.89 interest. The balance outstanding on these accounts as at March 31st, 1938, was \$274,286.05 principal and \$167,074.80 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1938, there were 957 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were, generally speaking, quite satisfactory. It was found necessary to submit claims to the Bond Company on behalf of eight school districts, and the Bond Company paid on the shortages \$1,470.85, and there is still one amount of \$1,746.56 not yet paid by the company.

REPORT OF BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The personnel of the

Board was as follows: Lt.-Col. T. C. Sims, Chairman; R. A. Douglas, Vice-Chairman; and M. M. O'Brien, Honourary Secretary.

During the fiscal year ended March 31st, 1938, there were 462 students who received assistance under this Act, the amount expended on their behalf amounting to \$12,836.22. This was 119 in excess of the number receiving assistance during the previous year, and more than three times the number that received assistance in 1931, the first year this Board functioned.

The number of students who received awards was 462, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	22	11	33
2. High School (Academic)	166	187	353
3. High School (Commercial)	9	49	58
4. Agriculture	8	4	12
5. Nursing		1	1
6. Correspondence Courses	3	2	5
	208	254	462

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

This report covers the activities of the Department of Education during the year 1938 with respect to revision of the school curricula, the training and certification of teachers, radio education, and practical and theoretic examinations in music.

A.—REVISION OF THE SCHOOL CURRICULA

Except for some minor details, the committees appointed in 1934 to revise the school curricula for Grades I to XII have now finished their work. The revised programme for Grade XI was introduced in September, 1938, and the revised programme for Grade XII will be ready for use in September, 1939.

These committees have done a good job. Despite the limited resources at their command, they have performed the tasks assigned to them in such a way as to win, not only the approval of progressive citizens in this Province, but also recognition from outstanding educationists in all parts of the Dominion. These revised curricula will not, however, prove satisfactory for more than a few years. In the realms of social, economic and political ideas, the climate of opinion is changing, and changing rapidly. The tempo of change in educational thought and procedures has greatly increased during the last ten, or even five years. New and greatly improved school books make their appearance in a growing number every year, and the educational research of the past two decades is now steadily bearing fruit in the form of modernized subject-matter for school curricula and newer classroom procedures. Curriculum revision must therefore be a continuing process; and for this purpose some kind of standing committee is required, with an appropriate type of organization. Such standing committees are now to be found in many large school systems.

General Committee on the High School Programme.

The General Committee on the High School Programme met in the Government Buildings on Thursday, April 14, 1938. Members present were the following: Dr. G. F. McNally, Deputy Minister of Education; Dean W. H. Alexander, of the University of Alberta; Dr. M. E. LaZerte, Director of the School of Education, University of Alberta; Dr. W. G. Carpenter, Director of Technical Education and Principal of the Provincial Institute of Technology and Art, Calgary; E. L. Fuller, Chief Inspector of Schools; H. E. Balfour and D. M. Sullivan, Inspectors of High Schools; H. C. Clark, Representative of the Alberta Teachers' Association; Mrs. A. H. Rogers, Representative of the Alberta School Trustees Association; and Dr. O. J. Walker, of the University of Alberta. The Honourable William Aberhart, Minister of Education, Dr. W. A. R. Kerr, President of the University of Alberta, and Miss Agnes Macleod, Director of the School of Nursing, University of Alberta, were unable to be present. The Supervisor of Schools acted as Chairman.

The following schedule of subjects, with the number of credits assigned to each, was approved for the Second Year (Grade XI) of the revised Programme of Studies for the High School:

I.—Compulsory Subjects—Required of all students:

English 2 (5).

Social Studies 2 (5).

II.—Electives:

Group A.—Academic:

(Not more than **three** subjects to be elected. Of those elected, not more than **one** may be the first unit of a language.)

Algebra 1 (5).

Latin 1 or 2 (5).

Geometry 1 (5).

French 1 or 2 (5).

Chemistry 1 (5).

German 1 or 2 (5).

Physics 1 (5).

Group B.—Commercial:

(Not more than **three** subjects to be elected. Those elected may include not more than **one** of the following: Bookkeeping 1, Typewriting 1, Stenography 1.)

Bookkeeping 1 or 2 (5).

Stenography 1 or 2 (5).

Typewriting 1 or 2 (5).

Office Practice 1 (5).

Group C.—Technical:

(Not more than **two** subjects to be elected. **One** first unit may be elected, but not **two**.)

Woodwork 1 or 2 (8).

Arts and Crafts 1 or 2 (8).

Metal Work 1 or 2 (8).

Fabrics and Dress 1 or 2 (8).

Electricity 1 or 2 (8).

Home-making 1 or 2 (8).

Printing 1 or 2 (8).

N.B.—For a shop course, the **eight** periods a week are distributed in the following manner:

Drawing and Design—2.

Theory—2.

Shop Practice—4.

For two shop courses, **fifteen** periods a week will be required (not sixteen.)

Group D.—General:

*Dramatics 2 (4).

*Home Economics 2 (4).

*Music 2 (4).

Commercial Law 1 (3).

Art 2 (4).

General Mathematics 2 (5).

Sociology and Psychology 1 (3).

General Science 2 (5).

Physical Education 2 (2).

*General Shop 2 (4).

Vocations and Guidance (1).

Any **two** subjects listed as General Electives for the First Year, and not previously taken.

*Special qualifications required of the teacher.

The Committee decided to recommend the introduction of a new "general elective" for Grades X and XI, known as Vocations and Guidance, which will provide guidance for high school students in their problems of adolescent personality and vocational orientation. A second course in Physical Education was also recommended.

The Committee approved the proposal of the Sub-committee on English to make the teaching of oral and written English a co-operative responsibility, which all teachers will share. For this purpose a language-error check-list will be used by all teachers. Agreement was expressed with the proposal to stimulate the reading interests of high school students by greatly extending the list of books recommended for "free reading". A special list of such books is to be prepared for the use of rural schools.

The Committee recommended that more liberal credits in high school Music be given to students who participate regularly in the activities of a school orchestra or band.

After a lengthy discussion on recommendations for credit from private schools, the question was referred again to the Sub-committee on Examinations on the understanding that such recommendations will be accepted only from private schools (1) employing teachers whose qualifications meet the approval of the Department of Education, and (2) offering instruction with equipment and organization approved by the Department.

The eighth and final session of the Committee was held in the Government Buildings on Friday, December 16, 1938. Members present were the following: Hon. Wm. Aberhart, Minister of Education; Dr. G. F. McNally, Deputy Minister of Education; Dr. W. A. R. Kerr, President of the University of Alberta; Dean G. M. Smith, of the University of Alberta; Dr. M. E. LaZerte, Director of the School of Education, University of Alberta; Miss Agnes MacLeod, Director of the School of Nursing, University of Alberta; Mr. E. L. Fuller, Chief Inspector of Schools; Dr. W. G. Carpenter, Director of Technical Education and Principal of the Provincial Institute of Technology and Art, Calgary; Mr. H. E. Balfour, Mr. D. M. Sullivan and Dr. A. B. Currie, Inspectors of High Schools; Mr. H. C. Clark, Secretary of the Alberta School Trustees' Association; and Dr. O. J. Walker, University of Alberta. Dean A. C. Rankin, of the Faculty of Medicine of the University, Dr. John MacDonald, of the University, Dr. E. W. Coffin, Principal of the Provincial Normal School, Calgary, Dr. G. S. Lord, Principal of the Provincial Normal School, Edmonton, and Mr. G. K. Haverstock, of the Edmonton Normal School, were present on invitation of the Chairman, Dr. H. C. Newland, Supervisor of Schools.

The following schedule of subjects, with the number of credits assigned to each was approved for the Third Year (Grade XII) of the revised Programme of Studies for the High School:

I.—Compulsory Subjects—Required of all students:

English 3 (5).
Social Studies 3 (5).

II.—Electives:

Group A.—Academic:

Algebra 2 (5).
Trigonometry and Analytical
Geometry 5 (5).
Chemistry 2 (5).
Physics 2 (5).

Biology 2 (5).
Latin 3 (5).
French 3 (5).
German 3 (5).

Group B.—Commercial:

No final decision was made with regard to these electives for which the following had already been proposed:

Office Practice 2 (3).	Bookkeeping 3 (5).
Secretarial Training 1 (5).	Business Machines 1 (4).

Group C.—Technical:

No final decision was made with regard to these electives for which the following had already been proposed:

Third units in Woodwork, Metal Work, Electricity, Printing, Fabrics and Dress, and Home-making; each with 10 credits, including Drawing and Design, Theory, and Shop Practice; and General Mathematics 3, with 5 credits.

Group D.—General:

Economics 1 (5).
Creative Writing 1 (5).

Revision of Requirements for Matriculation.

On behalf of the University of Alberta, President Kerr, Dean Rankin and Dean Smith discussed with the Minister of Education and other members of the Committee the possibility of revising the requirements for matriculation in such a way that English and Social Studies would be required subjects for all students in each of the three years of the High School Programme. It was agreed that for matriculation to the Faculty of Arts and Sciences the third science as an alternative to Social Studies be dropped, and that the latter subject become compulsory. In the same way, both English and Social Studies are to become compulsory in both the second and the third year (Grade XI and Grade XII) for matriculants to the Faculty of Medicine, through removing the requirement of a second foreign language. These changes will appear in the programme to be printed in 1939.

On a suggestion from the Minister of Education, the Committee reconsidered the possibility of an arrangement whereby a choice of three electives carrying 11 credits might be regarded for purposes of credit as carrying 10 credits; and, similarly, whether, in general, a student's programme carrying 36 credits might be regarded for purposes of credit as carrying 35. It was agreed that this question should be referred again to the Sub-committee on Examinations.

With respect to the requirements for admission to the schools of nursing, it was resolved that the Committee recommend to the Alberta Association of Registered Nurses that if such requirements for entrance are raised from Grade XI to Grade XII standing, the Grade XII standing should be that required for the High School Diploma, with standing in Chemistry 2 included.

The Committee also recommended that with reference to the requirements for admission to the Normal Schools, candidates' standing on the Departmental examinations in English 3 and Social Studies 3 should be taken into account, along with their scores on the general test and the survey test in Science and Mathematics.

The Committee gave some consideration to problems arising from the rapid growth of correspondence instruction in the Province. It was the general feeling of the Committee that the granting of credits for correspondence courses in high school subjects should be guarded in such a way that the general spirit of the revised Programme of Studies for the High School be carefully preserved, and that such courses do not become the means of circumventing the

Department's regulations with respect to classroom instruction in high school subjects. The Committee therefore requested the Chairman to appoint a sub-committee to make a study of these problems and report to the Sub-committee on Examinations.

At the request of the Minister of Education, the Committee examined the teaching status of persons who are competent to give private instruction in music, but who have no valid certificate of qualification as teachers in Alberta schools. It was agreed that an arrangement might be possible whereby such persons, after attendance at three summer school sessions, with successful attainment in at least four courses each summer, could be granted a certificate for the teaching of music in schools.

Sub-committee on Examinations.

This Sub-committee was appointed three years ago by resolution of the General Committee on the Revision of the High School Programme, and to it there have been referred from time to time matters involving technical details and therefore requiring prolonged study.

Members of this Sub-committee are the following: Mr. E. L. Fuller, Chief Inspector of Schools; Dr. W. G. Carpenter, Director of Technical Education and Principal of the Provincial Institute of Technology and Art, Calgary; Dr. M. E. LaZerte, Director of the School of Education, University of Alberta; Mr. H. E. Balfour, Senior Inspector of High Schools; Mr. H. C. Clark, Representative of the Alberta Teachers' Association; with the Supervisor of Schools as Chairman. At recent meetings of the Sub-committee, Mr. D. M. Sullivan and Dr. A. B. Currie, High School Inspectors, have also been present.

The Sub-committee reports to the General Committee on the Revision of the High School Programme, and also to the High School and University Matriculation Examinations Board and to the High School Entrance Examination Board. Meetings of this Sub-committee were held in the Government Buildings on Wednesday, April 13, on Saturday, April 30, on Saturday, November 19, and on Monday, November 21, 1938. Important resolutions of the Sub-committee dealing with the following matters were adopted by the General Committee on Revision of the High School Programme at the meeting of December 16, 1938:

1. The Grade XII Examination of June, 1940, including the length and form of the examination papers, a scheme for evaluating the students' power of written expression, regulations necessary to effect a smooth transition from the former system of examinations to the new system, and the standing to be required for credit.
2. The requirements for matriculation, with special reference to changes required for the purpose of making English and Social Studies compulsory subjects for all students throughout the three years of the high school programme.
3. The requirements for the High School Diploma.
4. The requirements for admission to the Provincial Normal Schools.
5. Special regulations with respect to the General Mathematics and General Science.
6. A recommendation for credit in subjects for which there are no Departmental Examinations.

This Sub-committee has taken the responsibility for a great deal of the laborious work that has been required for the successful introduction of the Revised High School Programme and of the new

system of recommendations for credit in lieu of Departmental Examinations.

Problems of grave difficulty arise in connection with the administering of the new system in small schools, where the amount of time available for instruction by the teacher is at a minimum. To some extent difficulties have been removed by extending facilities for correspondence instruction. Nevertheless, the experience of the Sub-committee, in the light of results so far obtained, makes it clear that the administration of a high school programme that is not based on external examinations conducted by the Department of Education is exceedingly difficult, especially in parts of the Province where the pressure of economic circumstances militates against a full realization of the newer objectives in education. It would be a comparatively easy matter to relax regulations regarding recommendations for credits in small schools and correspondence instruction if the former system of Departmental Examinations is reinstated, but to restore these examinations would be to take a retrograde step and to abandon all hope of instituting the kind of education that eventually will be needed by two-thirds at least of our adolescent population.

It is recommended that the Sub-committee on Examinations continue its work under the direction of the two examination boards.

B.—TEACHER TRAINING

Closing of the Camrose Normal School.

During 1937, the low enrolment at the Camrose Normal School, with the necessary curtailment of the staff of instructors, made it advisable to consider the expediency of continuing the operation of the school. Accordingly, the Minister of Education referred the question to a commission consisting of F. E. Graham, K.C., of Red Deer, E. C. Corneille, K.C., of Camrose, and the Supervisor of Schools, as chairman, with the result that the school was closed at the end of June, 1938. The staff and a large part of the equipment were transferred to the Normal Schools at Edmonton and Calgary.

Teacher-Training Institutions.

Teachers are now trained within the Province at the following institutions: (1) the two Alberta Normal Schools, one at Edmonton and one at Calgary; (2) the School of Education of the University of Alberta; (3) the Summer School conducted annually by the Department of Education, one session of which is held in Edmonton at the Edmonton Normal School and the University of Alberta, and the other in Calgary at the Calgary Normal School and the Provincial Institute of Technology and Art.

THE ALBERTA NORMAL SCHOOLS.

Each of the Normal Schools has a staff of ten instructors, including a principal and nine assistant instructors. The Calgary school occupies part of a large and commodious building, which also houses the Provincial Institute of Technology and Art. The Edmonton school occupies a building that was specially designed for the purpose of teacher-training, offering accommodation and facilities that are unrivalled in Canada.

Programme of Study.

Normal School training is completed in one year. The term, of approximately thirty-six weeks, begins at the middle of September of each year and ends early in the following June. The programme is organized on a basis of credits. One period of instruction per week is required for each unit of credit.

The subjects of instruction and units of credit are as set forth in the following schedule:

Principles and Science of Education	2
Psychology (including Educational Psychology and Psychology of Childhood and of Adolescence)	3
English (including Speech Training)	4
Social Studies	2
Mathematics (including Bookkeeping)	2
Science	2
Health (including Mental Hygiene)	1
School and Class Management (including School Law, and Tests and Educational Measurement)	2
Music	2
Art	2
Physical Education	2
Total	24

Remedial instruction in Oral English, Spelling and Penmanship is provided for students whose attainments in these respects fall short of the professional standard.

Provision is also made for student counselling and guidance, and for a number of valuable activities not listed on the regular time schedule; such as the Students' Union and Literary Society, debating, choral singing and dramatics. Formal and informal social functions are held throughout the term.

In addition to the foregoing theoretic courses of instruction, student teachers are required to undergo practical training in classroom work, which consists of classroom practice and rural practice teaching.

Classroom Practice.

A very important part of the teacher-training course consists in observation by the student teacher of good classroom organization and procedure and actual participation in classroom teaching under the direction of a supervising teacher. Provision is made for this work in a Practice School which is attached to each of the Normal Schools, and also in the city schools of Edmonton and Calgary. This work includes all degrees of responsibility, from that of merely helping the supervising teacher with the routine work of the classroom to that of complete control and responsibility for an entire session. Supervising teachers direct this work by means of conferences with groups of student teachers.

Rural Practice Teaching.

During the term each student is required to spend one or two weeks in practice teaching in a rural school. The time chosen for this is usually the week following Easter week. During the first day of this practice period, the student teacher observes and assists the regular teacher. The student teacher then takes charge of the school and carries on the work on his own responsibility. At the close of the practice period the teacher in charge makes a general report on the student teacher's work.

Normal School Requirements.

1. Student teachers who, at the close of the Normal School term, have been recommended by the principal and staff for twenty-four credits and have also reached a satisfactory attainment in practice teaching are eligible for the Elementary and Intermediate Certificate.

2. Student teachers who have not been recommended for a "pass" in practice teaching, or who have been recommended for fewer than eighteen of the twenty-four credits in the regular courses of instruction, will be required to re-enter a Normal School in January of the succeeding or a subsequent year and remain in attendance until the following June. Such students must again take all final tests and examinations and, in addition, be recommended for a "pass" in practice teaching before any certificate will be granted by the Department.

3. Student teachers who have been recommended for at least eighteen, but fewer than twenty-four, credits will be required to attend one or more sessions of the Department's Summer School for Teachers and take such courses as may be prescribed by the Director. No teacher's certificate will be issued to such students until they have made good their deficiency in credits.

Provisional Admission to the Normal Schools.

Provisional admission is granted only to applicants of the required age who have full Grade XII standing, or who hold a High School Diploma with standing in required subjects.

Candidates who seek admission to the Normal Schools in September, 1940, will be required to write on the Departmental examinations in English 3 and Social Studies 3, and all other third year Academic Electives in which they have taken instruction for credit, and also to write on the following two additional examinations: (1) a general test, (2) a survey test in Mathematics and Science. These tests will be given in June of each year, and there will be no supplemental tests in August. In other words, students will be permitted to write on the tests once only. The average standing in high school work combined with the score on these tests will be the basis for provisional admission to the Normal Schools.

The Registrar will admit candidates provisionally in the order of their rank, beginning with those whose average standing and score is the highest.

All admissions are provisional. At the beginning of the Normal School term candidates are required (1) to pass a medical examination for physical fitness, and (2) to take a qualifying examination which will comprise the following tests:

- (a) A test of general ability;
- (b) A test in silent reading;
- (c) A test of proficiency in oral and written English, including oral reading, vocabulary, language usage, spelling and writing;
- (d) Such further tests in the fundamentals of elementary school and intermediate school subjects as may be found expedient.

Candidates (i) who suffer from poor health or physical handicaps, and those (ii) whose proficiency in the use of the English

language, oral and written, is not adequate for the profession of teaching, or (iii) whose achievement on the qualifying examination is below a required standard, are not permitted to proceed with Normal School work.

During the autumn term, the principals and staff of each Normal School make a close survey of the students-in-training, both individually and collectively, with respect to ability, scholarship, command of the English language, attitude, personality and special fitness for the profession of teaching; and students who show little promise of success in the profession are asked to withdraw, and are not admitted for the spring term.

Annual Quota.

The total number of candidates admitted for training at the Normal Schools will vary from year to year according to the number of candidates available and the estimated number of new teachers required. But a maximum annual quota of candidates to be admitted for training has been fixed in terms of the total school enrolment of the Province; and on the basis of the present enrolment, this maximum annual quota does not exceed 450.

REPORT ON THE WORK OF THE NORMAL SCHOOLS.

The Staff of Instructors.

After the closing of the Camrose Normal School at the end of June, the following members of the staff were transferred to the Edmonton School: G. F. Haverstock (Principal), G. F. Manning, H. B. Trout, Miss G. Twomey and Miss M. B. Smith (Secretary). A. L. Doucette was transferred to the Calgary school. W. H. Swift, who had been absent on leave for graduate study at Leland Stanford University, Palo Alto, California, returned to the Edmonton school.

In December, Sgt.-Major William Barker, instructor in Physical Training at the Edmonton school, retired on pension from the Canadian Militia. His place as instructor was taken by Sergeant Instructor W. W. Hughes. Sgt.-Major Barker has given thirteen years' service to the Department of Education as instructor at the Normal Schools and the Edmonton Summer School for Teachers. He is the author of the textbook, "Physical Education for Schools and Colleges," now used in Grades IX and X. At the Normal Schools he co-ordinated his work with the instruction in Health Education, and at the Summer School he succeeded over a period of years in building up a sound system of training teachers for special certificates in Physical Education.

Mr. W. C. McCalla, instructor in Science at the Calgary Normal School, retired on superannuation at the end of June, after thirteen years' service in Calgary. He had previously been on the staff of the Edmonton Normal School, and he has served as instructor at the Edmonton Summer School. Mr. McCalla is a naturalist of distinction, and has been a most agreeable and helpful member of the Calgary staff, exceedingly popular with the students.

The staff of the Alberta Normal Schools, as at September, 1938, was as follows:

Calgary.—E. W. Coffin, B.A., Ph.D., Principal; Olive M. Fisher, Ph.B.; A. E. Hutton; C. Sansom, B.A., Ph.D.; D. A. McKerricher, M.A.; J. M. Scott, M.Sc.; Rae Chittick, B.Sc., R.N.; G. K. Sheane,

B.A.; A. L. Doucette, B.A.Sc.; I. H. Graham, M.A., A.L.C.M.; Isabella W. Currie, Librarian; Catherine I. Giles, Secretary; Sgt. F. H. Baker.

Edmonton.—G. S. Lord, M.A., LL.D., Principal; Donald J. Dickie, M.A., Ph.D.; J. R. Tuck, M.A., D.Paed.; G. F. Manning, M.A.; E. Alberta Hastie, B.A.; G. K. Haverstock, B.A.; G. M. Dunlop, M.A.; H. B. Trout, B.A.; Genevieve Twomey, B.A.; W. H. Swift, M.A., B.Educ.; Emily E. Clever, Librarian; Mary Pickford, Secretary; Margaret B. Smith, Secretary; W. W. Hughes, Q.M.S.I.

Enrolment for 1938.

From the reports of the Normal School principals, the accompanying tables have been compiled, showing the number of candidates admitted for teacher-training during the year 1937-38, and during the autumn term of the year 1938-39. There is also shown the number of candidates who were successful in securing certificates, with other incidental data:

NORMAL SCHOOL ENROLMENT, 1937-38

	Men	Women	University Graduates	University Standing	From without the Province	Number withdrawing before end of year	Net total
Edmonton: Sept., 1937	30	84	1	6	1	2—Tuberculosis	
Jan., 1938 (to repeat)		7				3—Test work unpromising	116
Calgary	51	117		13	4	2—Failure in Practice Teaching	166
Camrose	19	58	—	1	1	2—Work unpromising	75
Totals	100	266	1	20	6	9	357

RECOMMENDATIONS FOR THE ELEMENTARY AND INTERMEDIATE SCHOOL CERTIFICATE, JUNE, 1938

	Number completing the year	Failures in Practice Teaching	Failures in Professional Subjects but not in Practice Teaching	Partial Failures in Professional Subjects	Recommended for certification
Edmonton	116	1	2	*13	100
Calgary	166	1	—	*9	156
Camrose	75	2	—	*3	70
Totals	357	4	2	25	326

*Of these 13 students from the Edmonton school, all attended the 1938 Summer School and all were successful in qualifying for a teachers' certificate. Of the 9 from Calgary, 7 attended the Summer School and were successful; and of the 3 from Camrose, all attended the Summer School and were successful.

NORMAL SCHOOL ENROLMENT, SEPTEMBER, 1938

	Men	Women	University Graduates	University Standing	From without the Province	Number withdrawing	Net total
Edmonton Sept., 1938	54	167	1	6	1	1—Tuberculosis Test	
Jan., 1939	2	4				2—Voluntarily 4—On request of Principal in December	220
Calgary	68	176	1	10	4	4—Work unpromising	240

Health Examination.

The general medical and physical examinations, which all Normal School students are regularly required to take, were given in September, 1937, and January, 1938, to Edmonton students of the 1937-38 class by Dr. Fulton Gillespie, and in September, 1938, to Edmonton students of the 1938-39 class by Dr. W. Carleton White-side.

The examinations were given to the Calgary students by Dr. G. E. Learmonth. The following table shows the results of the examinations at Calgary:

		1937-38	1938-39
Number of men examined		50	67
Number of women examined		115	175
Physical condition excellent	Men	14	9
	Women	14	11
Physical condition good	Men	37	52
	Women	92	143
Physical condition fair	Men	7	6
	Women	8	20
Physical condition poor	Men		
	Women	1	1

The most prevalent impairments are usually defective vision not fully corrected, carious teeth and infected tonsils. Appropriate treatment is advised, and in most cases obtained.

Through the kindness of Dr. C. M. Little, Medical Officer of Health for the City of Edmonton, the Schick Test was administered to 82 of the Edmonton Normal School students. Of this number, 52 reacted positively. Dr. Little gave the toxoid treatment against diphtheria to 56 students.

Through an arrangement with the Provincial Department of Public Health, which supplied anti-toxin free of charge, Dr. Gillespie vaccinated against smallpox those students of the Edmonton school who had not recently been vaccinated—in all, more than half of the group.

Tuberculosis Survey.—Mantoux Test.

Under the direction of Dr. A. H. Baker, Medical Superintendent of the Central Alberta Sanatorium at Calgary, and Director of the Department of Public Health, a tuberculosis survey was made in January and in October, 1938, of the students at the three Normal Schools.

The students were tested with tuberculin, and those showing a positive reaction were X-rayed. If the X-ray film suggested disease, a physical examination was made. Dr. Baker stated that a positive reaction to tuberculin is considered a highly accurate indication that the individual has at some time been infected with tuberculosis. It does not necessarily mean that there has been any disease of such an extent as to be recognized as definitely clinical. Those who do not react are presumed not to have been infected.

The following table shows the result of the survey:

	No. tested	Reactors	Approx. Reactors
Edmonton:			
January, 1938	113	23	20
October, 1938	221	44	20
Calgary:			
January, 1938	162	42	26
October, 1938	233	41	18
Camrose: January, 1938	74	13	18

Of the reactors X-rayed at Calgary in January, 1938, thirty-three cases were found to be negative, and nine to be cases for observation and re-examination. There were no definite cases of clinical disease. At Edmonton, however, four cases of pulmonary tuberculosis were found, two of them being far advanced. The X-ray films of two other cases were under grave suspicion. Two cases of definite disease were found at Camrose, but whether the disease was active at the time was uncertain. Two other cases were under grave suspicion. In the January survey, therefore, six apparently definite cases of tuberculosis were discovered amongst persons seeking admission to the teaching profession. These cases have been placed under observation and treatment.

Preliminary Tests.

It was arranged three years ago that all students entering the Normal Schools should undergo a preliminary qualifying examination, comprising the test of mental capacity and tests in the fundamentals of the elementary school and intermediate school programmes. It was further arranged that the same tests should be used in each of the three Normal Schools, and that a uniform system of administering, weighing and scoring should be used, and a statistical distribution made of the scores from the whole group of students.

On this basis it is possible to keep the standards the same at each of the schools, and to compare standards from year to year. Students whose percentile rank in the group is very low may be advised not to proceed.

The test of mental ability that is given each year is one that is widely used in schools, colleges and universities. Since it is available in a new edition each year, it has a great advantage over other standardized tests for which preparation is possible. An even greater advantage resides in the fact that for each possible "raw" score on the test a percentile rank score is computed each year on the basis of the raw scores reported from all the institutions making use of the test. Since the number of scores so reported is very large, and the group of institutions using the test does not change greatly from year to year, the percentile rank scores are fairly stable. They may therefore be used for the purpose of comparing successive classes in the same institution over a period of years, or of comparing classes in different institutions for the same year. In this way, for example, it is possible to compare the mental level of the Normal School group as a whole, or of the Edmonton group or Calgary group, with that of the freshman group at the University for the same year or for successive years, and also to compare in the same way the Edmonton group with the Calgary group. Indirectly, this procedure is also of use in determining the standard to be required for passing the Grade XII Departmental Examinations.

The following table illustrates the method of comparing the standing of successive Normal School groups with respect to scores on the 1937 and 1938 editions of the psychological examination prepared by the American Council on Education. "M" represents the median score of the group, and "Q₁" and Q₃" the scores at the lower and upper quartile points, respectively, of the distribution. In parallel columns are given the percentile equivalents of the scores shown, by means of which a comparison is possible:

	M		Q ₁		Q ₃	
	1937	1938	1937	1938	1937	1938
	Score %	Score %	Score %	Score %	Score %	Score %
Edmonton	194 .670	98 .620	163 .470	83 .400	227 .830	113 .820
Calgary	210 .755	101 .656	173 .540	86 .440	235 .860	114 .830
Camrose	205 .730		173 .540		230 .844	
Combined	201 .710	100 .650	168 .505	85 .427	233 .854	114 .830

The foregoing considerations have an important bearing on the question of selecting candidates for teacher training. It has commonly been assumed that high mental capacity or "intelligence" is required for the learner's success in the classroom but not for the teacher's, especially in elementary grades. It may be true in fact that the intelligence of elementary school teachers as a group is lower than that of other professional groups. In 1936, Dr. L. L. Thurstone, of the University of Chicago, published the following statistical comparison of the scores on the "Thurstone Psychological Examination" from 31 teachers' colleges, 31 junior colleges and 204 four-year colleges of the United States:

	Junior Colleges	Junior Colleges	Four-Year Colleges
Q ₁	131.88	133.15	146.58
M	169.63	168.09	187.72
Q ₃	207.23	206.22	227.57

M is the median score, and Q₁ and Q₃ the lower and upper quartile scores, respectively. The difference between the four-year colleges and the others statistically and definitely points to a superiority of the former, which is to be explained as the product of factors that are mainly economic. The four-year colleges are largely vocational schools for those who enter the professions of high earning power. Teaching, unfortunately, is not one of those professions, and education suffers accordingly. For the *new teaching* required for the new school programmes of today is not a routine job. It is a profession that asks for mental and personal qualities of a high order. The revised requirements for admission to the Normal Schools in 1940, as set forth above, will therefore give more weight to intelligence and scholarship in the process of selecting candidates for teacher training; and they will accordingly make it possible to keep the mental level of the group admitted approximately the same as that of the freshman group at the University.

A report from Dr. Lord, Principal of the Edmonton Normal School, on the results of the preliminary tests now in use indicates a considerable relationship between low standing on the intelligence examination and other preliminary tests and failures in Normal School work. These tests have a fair predictive value in selecting the students who should be advised to withdraw immediately, and even a greater value in indicating students who will later exhibit weakness. There is no doubt about the value of the preliminary tests for group diagnosis.

There is general agreement that a higher standard in English should be required on the Normal Entrance examinations. Dr.

Coffin, Principal of the Calgary Normal School, reports that "the most prevalent weakness in the student teachers' academic equipment seems to be, of recent years, their inability to read, interpret, and assimilate textbook material and to express themselves correctly and concisely in writing. If there were more time in senior high school for theme-writing, discussion, and open forum and seminar work, better results would soon appear.

"If our students had a better grounding in the indispensable tools of study and had had more definite guidance in study habits, the Normal Schools could devote themselves more freely to a real study of educational theory and practice. It is impossible to ignore these basal weaknesses, but the consequence is that an eight months' course is quite inadequate for the task of even preliminary professional training."

Dr. Coffin and Mr. Haverstock stress the importance of a personality assay in addition to general intelligence and basic knowledge equipment. "Such a rating," Dr. Coffin states, "should be supplemented by informal and frank estimates, secured from high school teachers, of aptness for public school work. The further suggestion is irresistible, namely, that candidates for Normal entrance should be required to take at least their final high school year in actual school attendance and not by correspondence or private study. Otherwise, there can be no impartial judgment of personal qualities. It is somewhat pathetic to observe student teachers who have had very little social or school-room experience breasting the strain of teaching practice, under formal criticism."

It is to be concluded, therefore, that it would be desirable that the Department set up a systematic plan for directing capable and competent high school students towards the profession of teaching. For this purpose the co-operation of high school principals would be essential, especially with respect to the students' qualities of personality.

Even a plan of this kind, however, merely points to the real solution of the problem, which is the setting-up of a teachers' college, with a four-year programme including practice teaching and leading to a degree and a teachers' certificate. The four-year period would offer sufficient opportunity to test a candidate's fitness for teaching in all respects, and the programme could be made broad enough in its liberal-cultural aspects to interest not only prospective teachers, but others as well. The programme would, of course, include training in Music, Art, Dramatics and other optional or elective subjects of the school curricula, for which the time now available at the Normal Schools is entirely inadequate. Moreover, unless the School of Education can maintain an adequate supply of high school teachers, such a change will become imperative if high school instruction is to be offered effectively in the smaller schools of the Province. In other words, teacher-training must ultimately be unified.

Practice Teaching.

It is the considered opinion of the Normal School staffs that changes are required in the arrangements for Practice Teaching. The one week's period of practice in the rural schools is too short to be of great value, but a two weeks' period of rural practice would

not necessarily be better unless more direction is provided. The Practice Teaching even in the city schools has the serious defect of being largely undirected. In fact, "practice-teaching arrangements can never be really satisfactory in a one-year Normal School," reports Dr. Lord, "for the reason that too many new activities must start simultaneously." For the immediate present, however, a great improvement could be effected by increasing the facilities for directed practice in the city schools of both Edmonton and Calgary.

At the conference of Normal School instructors held in Calgary on April 28th and 29th, 1938, it was resolved unanimously that the Department be requested to arrange that in both Edmonton and Calgary one or two large schools in addition to the Normal Practice School may be used for purposes of Practice Teaching. Dr. Coffin reports that at the Calgary school this year at least four additional classes for regular practice work are urgently needed.

Conventions.

Addresses were given by members of the Edmonton staff at teachers' conventions held in the following places: Mr. Swift at St. Paul, Coronation, Camrose, Westlock; Mr. Haverstock at Vegreville, Red Deer; Mr. Manning at Two Hills, Provost; Miss Dickie at Drumheller, Edmonton; Miss Twomey at Calgary; Miss Hastie at Edmonton.

Of the Calgary staff, Mr. Sheane, Mr. Doucette and Miss Fisher took part, at Drumheller, Lethbridge, and Stettler respectively, and almost all at the Calgary and Calgary-High River meetings held in Calgary.

Activities at the Edmonton School.

The staff prizes of gold buttons to the 5% of the enrolment ranking highest in general efficiency in subject matter and Practice Teaching were awarded to: Evelyn Peers of Ponoka, Lillian Milton of Peace River, Nellie Raymond of Paradise Valley, and Torlief Walhovd of Veteran.

The Strathcona Scholarships in Physical Education were won by Peter Farrus of Andrew, Sylvia Deane of McLaughlin, and Alice McCaig of Waskatenau.

The class gift to the school consisted of two pictures, "Chak Peak and Pass," by Harry Jones, A.A.S.A., and "Where Shadows Dwell," by F. H. Mortimer.

In honour of its first graduating class, the very loyal class of 1929, the staff presented a picture by A. Cartmell called "A Song of Spring."

The Year Book was another excellent achievement. Much credit is due the Editor-in-Chief and his efficient staff.

The closing exercises followed the pattern of former years—on June 2 the banquet and ball, and on June 3 the "At Home" to parents and friends. Dr. Kerr, President of the University of Alberta, addressed the students on the latter occasion. The Christmas party and Alumni dance were important social evenings.

During the Spring Term, Mr. H. P. Brown, of the Department of Extension of the University of Alberta, gave the students six lectures in Visual Aids in Teaching.

Miss Lillian Carscadden gave a course in Leadership to fifty of our women students.

Visits were made to the Edmonton Journal, the Edmonton City Dairy and to the Legislature.

Lectures with motion pictures were given by Mr. J. P. Page, Mr. H. P. Brown, Mr. German, and Mr. Cook of the Department of Health.

Activities at the Calgary School.

The session closed with an informal supper meeting in the gymnasium on June 2nd, and closing exercises in the auditorium on June 3rd. On the latter occasion, Brigadier Pearkes, V.C., presented the awards in Physical Training, and Ven. Archdeacon Swanson addressed the students. The Strathcona Trust awards in Physical Training were as follows:

Scholarships, for use in advanced course in Physical Training at Summer School—Miss Dorothy Cosstick, Bellevue; Mr. Orvin Russell, Taber.

Class-group Medals—Misses Dorothy Cosstick, Patricia Haffern, Calgary; Ellen Randle, High River; Marguerite Laurendeau, Calgary; Messrs. Orvin Russell, Maxwell Walls, Strathmore; Paul Henderson, Mountain View; Leonard Fretts, Medicine Hat.

During the year there were a few contributions from outside. On February 18th, the Banff Dramatic Club presented their Provincial Festival offering, "A Night at Nero's." On February 25 there was a dramatic folk-song recital by Miss Eva Maxwell-Lyte, of London, England. Mr. C. J. MacFarlane showed a film on Transportation in March. In May, Mrs. A. M. Curtis, of the Home and School Association, presented the objectives and opportunities of Home and School organization in rural communities. On May 20th, Mr. J. M. Humphrey, Vancouver, gave a lantern-slide talk on the Maritimes. In October, Mr. W. D. Bailey, of the State Department of Education, Michigan, spoke on Temperance. In January a short training course in Social Service was conducted by Miss Lillian Carscadden, of the Religious Education Council.

A closing picnic for the 1937-38 class and the opening outdoor rally of the 1938-39 class were held at Bowness Park.

Activities at the Camrose School.

The Students' Union, in conjunction with the staff, was responsible for the following activities: Regular weekly meeting with programme, Social Evenings, Orchestra, Glee Club, Dramatic Society, Debating Society, Year Book and Athletics.

The Memorial Scholarships given each year for the highest marks in Practice Teaching were won by the following: Joan Gillespie, Viking; Dorothy Pybus, Daysland; George Kravetz, Innisfree.

Normal School Instructors' Conference.

The Annual Conference of the Alberta Normal School Instructors was held in the Normal School Building, Calgary, on Thursday and Friday, April 28 and 29, 1938. The following instructors were present: Dr. E. W. Coffin, Principal of the Calgary Normal School; Dr. G. S. Lord, Principal of the Edmonton Normal School; Mr. G. K. Haverstock, Principal of the Camrose Normal School; Dr. Don-

alda J. Dickie, Miss Genevieve Twomey, Miss E. A. Hastie, Miss O. M. Fisher, Miss Rae Chittick, Dr. C. Sansom, Dr. J. R. Tuck, Mr. D. A. McKerricher, Mr. G. K. Sheane, Mr. G. M. Dunlop, Mr. G. F. Manning, Mr. J. M. Scott, Mr. W. C. McCalla, Mr. A. L. Doucette, Mr. A. E. Hutton, and Mr. I. H. Graham. The Supervisor of Schools acted as Chairman. The following persons were also present on invitation of the Chairman: Dr. M. E. LaZerte, Director of the School of Education, University of Alberta; Inspectors Robinson, Sweet and Thurber; Mr. W. D. McDougall, Principal of the Normal Practice School, Edmonton; and Mr. B. O. Millar, Principal of the Normal Practice School, Calgary.

The Chairman, in the course of his preliminary remarks, explained that it was the general purpose of the Conference to discuss ways and means of co-ordinating and integrating different branches of the Department's service in such a way that the new Programmes of Studies for the Elementary School and the Intermediate School can be made to function most effectively. For this purpose it will be necessary that the two Normal Schools co-operate not only with each other, but also with the inspectorial staff.

During the last fifteen years there have been many changes in education, especially in the Province of Alberta. A new "activity" or "enterprise" programme has been introduced in the Elementary School, involving a new concept of teaching, in which book-learning and repetitive and verbalized recitations and the preparation for examinations give place to socialized classroom activities and learning procedures. A large number of our teachers, and even of our supervising officials, were trained in the older tradition, and for that reason the new programmes are likely to encounter a considerable amount of inertia and even of active opposition. It is the primary function of the Normal School to train oncoming teachers in the philosophy and practice of the new procedures, and it will accordingly be necessary that the Normal School programmes be definitely and specifically organized for that purpose. It will, furthermore, be necessary that the Inspectors or Divisional Superintendents and the Normal School Instructors agree on the fundamental principles and objectives.

The Conference devoted the greater part of the first day to a very full discussion of the enterprises. There were differences of opinion about the extent to which the "teaching of subjects" and organized subject-matter should be supplanted by activities or enterprises. There was general agreement that the new programme commits the teacher to a procedure based on child activity, but at the same time the means by which this activity is directed are important for purposes of education. Classroom activity cannot be a haphazard process; to be educative it must be organized and directed by a teacher through the use of techniques that are known to be sound and effective. At the conclusion of this discussion, certain resolutions with respect to suggested modifications and revisions of the enterprise programme were recorded, with a request that they be referred to a special revision committee.

The Conference then considered a number of problems relating specifically to teacher-training. It was the unanimous opinion of members present that the facilities for practice teaching in city schools should be greatly extended, and that in Calgary and

Edmonton arrangements should be made whereby the Normal Schools could have practice school facilities in two or more schools. Opinion was divided regarding the advisability of extending the period of rural practice teaching to two weeks; and the extension of practice school facilities in city schools was considered preferable. A suggestion was put forward that candidates who fail in practice teaching at the Normal School be required to spend some time in a rural school under the supervision of a teacher and the direction of an inspector.

The question of the validity of the tests administered to Normal School students at the opening of the term was carefully canvassed, it being the general opinion that such tests have a considerable prognostic value if they are properly selected. Changes were recommended with respect to the particular tests to be used in September, 1938.

Mr. W. C. McCalla, who was about to retire from the service, received very hearty expressions of esteem and good will from his colleagues.

With respect to the volume of business transacted and the clarification and agreement brought about by the discussions, this Conference was highly successful in every respect.

THE SCHOOL OF EDUCATION.

The School of Education of the University of Alberta, Edmonton, is organized for the training of intermediate school and high school teachers who, after completing the prescribed courses, will receive a diploma from the School of Education, and a certificate from the Minister of Education that authorizes them to teach in any or all of Grades VII, VIII, IX, X, XI and XII of the Province of Alberta. The School is under the control of a Senate Committee, but all details concerning its administration are ratified by a Liaison Committee representing both the Provincial Department of Education and the University.

Pre-Professional Courses.

Students should enrol in the School of Education at the beginning of the first year of undergraduate work. Early enrolment ensures that the necessary pre-requisites to the professional year's work will be arranged and that students may be guided in selecting undergraduate courses which will be most useful to them as teachers after graduation.

The pre-requisites to the professional year's work are the following: (1) English 2; (2) Political Economy 1 or one junior or senior course in History; (3) Chemistry 40 or 42 or Physics 5; (4) Mathematics 40 or French 2 or Latin 2-4; (5) Philosophy 51 or 54 or 57; (6) Psychology 51 or 52 or 58.

Students while candidates for the B.A. degree are advised to choose their undergraduate options so that on entrance to the School of Education they may present credits for three years of consecutive study in two related subjects from the following list: Greek, Latin, English, French, German, History, Philosophy, Political Economy.

Students while candidates for the B.Sc. degree are advised to choose their undergraduate options so that on entrance to the

School of Education they may present credits for three years of consecutive study in two related subjects from the following list: Mathematics, Physics, Chemistry, Biology, Geology, Household Science.

Students while candidates for the degrees of B.Com., B.Sc. in Household Economics, B.Sc. in Agriculture, are advised to choose as options, in addition to the prescribed pre-requisites, a senior course in English and a further senior course in English or History.

Professional Year.

Normally the professional training is given in the *fourth* year for graduates from the general course in Arts and Sciences, and in the *fifth* year for graduates from honour courses.

The prescribed courses of the professional year are Education 54, Education 56, Education 58, Education 59, and shorter courses in special subjects such as Dramatics, Junior Business, Art, and Music.

Special Regulations.

Ordinarily candidates for the School of Education Diploma must have graduate standing before enrolling for professional courses. An exception is made in the case of holders of Normal School Certificates and of Arts students in honour courses. Such students may combine the work of the School of Education with that of undergraduate years. In these instances Education 58 will normally be taken in the senior year. To make this possible, previous attendance at one summer session will be necessary. After graduation the remaining requirements for the School of Education Diploma may be completed during a second summer session.

Types of Certificates.

Three types of certificates have been provided: (1) for those who have completed the general course in the Faculty of Arts and Sciences, the High School Teacher's Certificate; (2) for graduates from honour courses in Arts and Sciences, the High School Teacher's Certificate with specialist standing in designated subjects; and (3) for graduates in Commerce (B.Com.), Household Economics (B.Sc. in H.Ec.), and Agriculture (B.Sc. in Agriculture), the High School Teacher's Certificate supplemented by a special certificate in the appropriate subject or subjects.

Enrolment.

During the last five years the enrolment at the School of Education has not, on the *average*, exceeded 30. It is to be hoped that means may be found for increasing this enrolment, since the teaching range of the new *Elementary and Intermediate School Certificate*, now issued to graduates of the Normal Schools, is from Grade I to Grade X, and the demand for teachers certificated for Grades XI and XII can be expected to grow steadily each year. This consideration gives point to the suggestion made above regarding the need for a teachers' college in this Province.

The Liaison Committee.

The twentieth meeting of the Liaison Committee of the Department of Education and the School of Education was held in President Kerr's office on February 2, 1938. Those present were:

President Kerr (Chairman), Dr. H. C. Newland, Mr. E. L. Fuller, Dr. G. S. Lord, Dr. J. M. MacEachran, Professor G. M. Smith, Dr. H. E. Smith, and the Director of the School of Education.

At this meeting a situation was discussed arising from the fact that the present Arts and Honours courses of the University do not give the student adequate preparation for the work of teaching in the average country high school of the Province. It was agreed that a statement regarding this matter should be prepared for submission to the Faculty Council.

The School of Education Committee.

The eighteenth meeting of the School of Education Committee was held in the Senate Chamber on May 2, 1938. Those present were: President Kerr (Chairman), Dean Alexander, Dr. H. C. Newland, Dr. J. M. MacEachran, Mr. A. E. Ottewell, Dr. H. E. Smith, and the Director of the School of Education, Dr. M. E. LaZerte.

A report of the years' work was submitted for consideration.

A further meeting of the Committee was held at the same place on November 24, 1938. Matters were discussed relating to the improving of facilities for Practice Teaching, Physical Education and other elective subjects at the School of Education.

THE SUMMER SCHOOL FOR TEACHERS.

Under the revised regulations governing the training and certification of teachers in Alberta, the Department's annual Summer School for teachers is a very important branch of its teacher-training service.

The Summer School has the following functions:

1. To enable certain non-certificated student-teachers to complete the requirements of the Normal School Curriculum.
2. To provide "refresher" courses, including courses pertaining to the revised programmes of studies and the new procedures in teaching.
3. To enable teachers holding a certificate lower than the Elementary and Intermediate School Certificate to "raise" such certificate.
4. To provide, for teachers holding an interim certificate, courses leading to the permanent certificate.
5. To provide, for graduates of the School of Education, courses leading to the Elementary and Intermediate School Certificate.
6. To provide courses leading to the Kindergarten-Primary Certificate, and to special certificates in Art, Dramatics, Music and Physical Education; in Bookkeeping, Typewriting, Stenography and commercial subjects; in General Shop and shop subjects; and in Home Economics.

The 1938 Summer School.

The total net enrolment at the Edmonton and Calgary sessions was 2,027, representing a decrease of 736 from the enrolment of the preceding year. It is likely that the enrolment for 1939 will be smaller still, since the greater number of Alberta teachers has already met the requirements of the revised programmes and of the new plan of certification. After next year the enrolment should be fairly stable from year to year.

The following statistics are offered with regard to the 1938 Summer School:

SUMMER SCHOOL STATISTICS, 1938	
Number registered in Department of Education Summer School:	
Edmonton	1,452
Calgary	575
Number registered in University of Alberta Summer School	398
Total Registration	2,425
Duplicates	108
Net Registration	2,317
Number of teachers who completed successfully the course for the First Class Certificate:	
Edmonton	67
Calgary	28
Number of Normal School graduates of the 1936-37 session who successfully completed the five Summer School credits required for the Permanent Certificate	224
Number of graduates of the School of Education who successfully completed the Summer School requirements for:	
First Class Certificate	3
Interim Elementary and Intermediate School Certificate	2
Number of professional subjects offered:	
Edmonton	58
Calgary	32
Number of Academic Subjects offered (Edmonton)	11
Number of Shop Courses offered (Calgary)	14
Number on instructional staff:	
Edmonton	43
Calgary	40
Total	83
Number of Summer School certificates issued	1,932
Number of teachers who qualified for special certificates:	
Swimming	135
St. John Ambulance Certificate in First Aid	22
St. John Ambulance Certificate in Home Nursing	47
Junior Certificate in Physical Education	25
Senior Certificate in Physical Education	2
Kindergarten-Primary Certificate	3
Junior Certificate in Art	11
Many certificates have been issued in Dramatics, Bookkeeping, Type-writing and Music.	

The number of courses offered at the Calgary session was increased by one-third, in order to give improved service to teachers in the southern part of the Province.

The following special instructors were appointed:

EDMONTON:

Professor Lillian Gray, San Jose State College, San Jose, California—Child, School and Society, Social Studies.

Miss Edna Reed, Fox Meadow Elementary School, Scarsdale, New York—Social Studies, Enterprise Education.

Miss Agnes Allardice, Queen's College, Flushing, Long Island, New York—Speech Training.

CALGARY:

Miss Tompsie Baxter, Lincoln School, Teachers College, Columbia University, New York—Social Studies, Enterprise Education.

Miss Marion Cass, Glen Cove, New York—Speech Training.

Dr. H. L. Stewart, News Commentator for the Canadian Broadcasting Corporation, addressed the students at the Edmonton session.

C.—CERTIFICATION

A new system for the certification of Alberta teachers was authorized under regulations approved by the Lieutenant Governor in Council on June 5, 1938.

Section 154 of The School Act provides that "no person shall be engaged, employed or retained as teacher in any school unless he holds a valid certificate of qualification issued under the regulations of the Minister." Such valid certificate of qualification might be a Third Class, Second Class or First Class Certificate, an Academic

Certificate, a High School Certificate or a Special Certificate, including certificates of the kind designated as Vocational.

Under the new regulations, valid certificates of qualification, to be issued hereafter by the Department on the completion of necessary requirements to persons who have not already held a teacher's certificate valid in Alberta, will be of only *two* grades; the Elementary and Intermediate School Certificate and the High School Certificate.

Special Certificates in optional and elective subjects are issued under the new regulations only to persons who hold the Elementary and Intermediate School Certificate, the First Class Certificate, the Academic Certificate or the High School Certificate.

Full information regarding the new certificates has been made available to all teachers of the Province by means of a special pamphlet entitled *The Training and Certification of Teachers in Alberta*.

D.—RADIO EDUCATION

The Committee on Radio Education met in the Government Buildings, Edmonton, on Saturday, October 15, 1938. The following members were present: Miss Sheila Marryat, of Station CKUA, University of Alberta; A. E. Ottewell Registrar, University of Alberta; Donald Cameron, Director, Department of Extension, University of Alberta; Dr. G. S. Lord, Principal, Edmonton Normal School; R. E. Stewart, Calgary; Inspector Owen Williams, Lethbridge; Dr. M. E. LaZerte, Director, School of Education, University of Alberta. C. E. Bowker and H. T. Robertson were unable to be present. Irvine H. Graham, of the Calgary Normal School, and G. Gaetz, Manager of Station CJOC, Lethbridge, were present on invitation of the Supervisor of Schools, who acted as Chairman.

Mr. Gaetz explained to the Committee that it was not the intention of his station to continue the School of the Air broadcasts. He was glad, however, to be able to place his experience in connection with that project before the Committee. His suggestions to the Committee with respect to the preparation of scripts and the use of listeners' work-books were carefully considered.

The Chairman read a letter from Gladstone Murray, General Manager of the Canadian Broadcasting Corporation, in which the Committee's request for assistance was promised favourable consideration.

After a lengthy consideration of reports from special committees dealing with broadcasts on Music, Social Studies, and Science, it was decided to launch a series of broadcasts from schools over the Alberta Educational Network, including Station CKUA Edmonton, CFCN Calgary, and CJOC Lethbridge, beginning on November 14 and continuing until the end of April.

It was further decided to recommend the appointment of the following persons to give the broadcasts: Mr. Watson Thomson, M.A., Department of Extension, University of Alberta; Mr. Glyndwr Jones, F.R.A.M., Calgary, with whom was to be associated Mr. Thomas Jenkins, Mus.B., Calgary; Miss Janet McIlvena, A.T.C.M., L.R.S.M., Supervisor of Music for the Lethbridge Schools.

It was recommended that Mr. Thomson should undertake the weekly news broadcast for Social Studies classes; that Messrs. Jones

and Jenkins should give the broadcasts in Music for the intermediate school; and that Miss McIlvena should give the broadcasts in Music for the elementary school. Mr. Thomson's broadcasts were to be given on Mondays, Messrs. Jones' and Jenkins' on Tuesdays and Wednesdays, and Miss McIlvena's on Fridays.

A special meeting of the Committee on Radio Education was held in the Government Buildings on December 15, with the following members present: Miss Marryat, A. E. Ottewell, Donald Cameron, C. E. Bowker, Dr. LaZerte, Dr. Tuck and the Supervisor of Schools.

It was agreed that the Committee should study the question of recommending a radio set most suitable for school use, and the Chairman should take such action as might be found desirable in regard to this matter.

It was also agreed that when the appointment of broadcasters is made for the next year the positions be advertised, and teachers who consider themselves eligible be given a chance to demonstrate their ability by taking a test before the microphone.

Since the meeting, the Chairman has made a survey of schools that have the use of a radio for the school broadcasts, and has found that approximately 150 radios are in use. On the whole, the reports from schools receiving the broadcasts have been very favourable.

E.—SENATE ADVISORY BOARD ON MUSIC

A meeting of the Executive and Edmonton members of the Senate Advisory Board on Music was held in the Senate Chamber of the University of Alberta on December 1, 1938. The following members were present: Dr. J. M. MacEachran, Chairman; J. Norman Eagleson, Mus.B.; Mrs. Thomas W. Hamilton, L. H. Nichols, A. E. Ottewell, and the Supervisor of Schools. Mr. Henry Attack was unable to be present. Dr. G. F. McNally, the Deputy Minister of Education, was present in order to discuss with the members the agenda of the forthcoming meeting of the Western Board of Music, to be held in Saskatoon on December 3.

Certain proposed changes in the syllabus published by the Western Board of Music were discussed, together with the question of finding means for giving more publicity to the activities of the Western Board of Music.

REPORT OF THE CORRESPONDENCE SCHOOL FOR 1938

In reporting the successful advance of work in the Correspondence School during the year 1938, much credit should be given to the parents and to the pupils themselves, without whose interest and co-operation little could be accomplished.

During the past year the total registration of pupils in the Correspondence School was 821. This number includes pupils living in unorganized territory throughout the Province, pupils who are physically unable to attend the local school, pupils who have not the necessary clothing to walk the distance to school during the severe winter, and those in whose districts the schools have been temporarily closed. This service has also been extended to a small number of children living in the North-West Territories.

Lessons are supplied free of charge in Grades I to VIII (inclusive). The Department pays the cost of all postage on outgoing mail and

provides free readers, but no other free texts, to pupils in Grades I to VI (inclusive). Pupils in Grades VII and VIII are required to supply their own textbooks. During the past year, however, an effort has been made to build up a small circulating library which can be used by all pupils for supplementary reading and reference material.

Seven under-privileged pupils, studying through the Correspondence School, received Grade VIII Diplomas at the end of the June term, 1938.

At the end of the year 1938, the total cost of Correspondence School lessons, less the postage, was estimated at \$4,024.00. This represents a total cost per pupil of \$4.90.

An additional teacher was added to the staff in September. The work of the Correspondence School is now carried on by four qualified teachers and the Director.

REPORT OF THE REGISTRAR

In June, 1938, 11,052 candidates wrote on the Academic Examinations in Grades XI and XII; 559 on the Commercial, and 254 on the Technical School Examinations; and in August, 4,106 wrote on the Supplemental Examinations. All of these tests were based on the unrevised Course of Studies.

The number of answer papers submitted by candidates in Grades XI and XII in June is actually 2,826 less than submitted in the corresponding units in 1937.

It is the policy of the Examinations Board to establish as centres for those examinations held in June those graded schools where a minimum of three *bona-fide* full-time candidates are prepared in the senior grades. Centres were established at 413 schools in June. The Supplemental Examinations were held at 46 centres.

The following table showing the percentage of passes in Grades XI and XII by unit reveals the fact that the percentage of passes in June, 1938, was higher than in any year since 1934. This may be due to two reasons:

- (1) Elimination of the Grade X Examinations, thereby eliminating from the body of candidates many students who find their limit at the Grade X level.
- (2) The very considerable increase in the number writing on Grade XII units, which includes a more highly selected body of mature candidates. Many teachers are endeavouring to meet the challenge of the new requirements in the matter of certification.

	Academic	Commercial	Technical	Supplemental
1938	75.36	77.32	64.16	45.76
1937	71.66	76.45	71.27	50.22
1936	71.67	77.89	71.81	48.60
1935	72.50	78.50	74.94	53.20
1934	76.15	80.90	69.89	50.90
1933	74.72	81.90	73.54	53.02

A total of 989 answer papers were re-read as a result of appeals. Appeals were sustained in a small percentage of these cases based for the most part on such minor alterations of marks as might result from a difference of opinion on the part of the sub-examiners.

The revised Course of Studies was introduced in Grade X in September, 1937. The Regulations of the Department set limitations on the number of credits which might be offered in the different classes of schools, and required that the set-up of the schools be approved by a Departmental Inspector in order that the students' work during the year might be recognized by the Department.

Principals were directed to submit to the Department confidential reports on the year's work of the students under their jurisdiction. These reports were checked with the programme of the school as approved by the Inspector; the preliminary standing of the students was checked with Departmental records to ascertain the eligibility of the student to proceed with the programme reported upon; letter grades were assigned each student in each subject taken, and the results were announced by the Department.

Results were mailed to 14,645 students. Of these, 6,297 were students properly classified in Grade X proceeding under the new system, and represent the Grade X student body from 877 schools and the correspondence school under the direction of the Department of Education. The remainder consisted of students in higher grades deficient in corresponding subjects of the former course.

The Grade IX Examination was written in 1,715 school districts. The total number of candidates, 9,390, represents an increase of 1,041 over 1937.

The following table indicates the number of candidates classified as between rural and urban schools, also the number and percentage of candidates who were granted "A", "B" or "C" standing on the entire performance, and the number who failed ("D" rating):

GRADE IX—TABLE OF RESULTS

Category	Cities, Towns and Villages		Rurals		Total for Province	
	Candidates		Candidates		Candidates	
	No. of	%	No. of	%	No. of	%
A	2,217	35.39	822	26.45	3,039	30.90
B	2,286	36.44	1,187	38.20	3,473	37.32
C	1,051	16.52	556	17.90	1,607	17.26
D	729	11.65	542	17.45	1,271	14.52
Total	6,283	100.00	3,107	100.00	9,390	100.00

Each candidate for this examination is required to elect three options. The following table shows the number of candidates registered in each option:

	Cities, Towns and Villages	Rurals	Total
Art	2,409	2,783	5,192
Dramatics	2,676	1,738	4,414
Junior Business	4,381	2,651	7,032
Typewriting	1,687	459	2,146
Oral French	2,778	128	2,906
Oral German		1	1
General Shop	1,591	32	1,623
Household Economics	1,381	34	1,415
Music			
At School	1,799	1,455	3,254
Approved Documents	45	6	51
Agriculture (Correspondence Students)		22	22

On comparison with the table of 1937, it is noted that 3,305 Grade IX students elected the Music option in 1938 as compared with 1,965 the preceding year, changing this option from 5th to 4th place on the scale of frequency.

Fifty-one students submitted documents granted by approved conservatories entitled them to credit in the Music option. Band and orchestra work under the supervision of the school is recognized for credit in Music. School bands were conducted in Edmonton, Viking and Killam.

Upon consideration of these facts one cannot but conclude that the new Intermediate School programme is fostering a keener appreciation of Music and its value in the school life.

In July, the Department issued diplomas to 10,404 students who successfully completed the Grade VIII course during the year. The recommendation of the principal was accepted for standing in this grade. In the future these certificates of promotion will be issued by the teachers themselves.

The examination of the Western Board of Music for grades below the diploma courses are conducted by the Department of Education. The following table sets further the number of candidates and the results:

	Piano		Theory	
	No. of Candidates	No. who Passed	No. of Candidates	No. who Passed
Grade I	1	1	6	6
Grade II	6	6	1	1
Grade III	1	1	2	1
Grade IV	2	2		
Grade V	1	1		
Grade VIII	1	1		
Total	12	12	9	8

Mrs. Gordon Egbert, of Calgary, conducted the examinations in Piano in Edmonton, the only centre.

Theory examinations were written in Edmonton, Rycroft, Taber and Youngstown.

DEPARTMENTAL EXAMINATIONS, 1938

Examination	Number of Candidates	Total
HIGH SCHOOL*		
JUNE—		
Academic:		
Grade XI	3,944	
Grade XII	7,108	11,052
Commercial:		
Grade X (Former system)	290	
Grade XI	258	
Grade XII	11	559
Technical:		
Third Year (Former system)	254	254
SUPPLEMENTAL:		
Grades XI and XII	4,106	4,106
		15,971

*Candidates are classified in the year of the highest unit written.

DEPARTMENT OF EDUCATION

ACADEMIC EXAMINATION—JUNE, 1938

UNIT	Number of Candidates	Number of Passes
Agriculture 2	819	613
Algebra 3	2,633	1,777
Arithmetic 1	4,419	3,364
Art 2	145	90
Biology 1	2,292	1,718
Chemistry 2	2,017	1,520
Composition 3	4,699	3,598
Composition 4	2,749	2,092
French 2	1,505	1,122
French 3	2,427	1,834
Geography 1	2,823	2,124
Geometry 3	169	127
German 2	121	90
German 3	73	52
History 3	4,404	3,401
History 4	2,172	1,603
History of Literature 1	789	600
Latin 2	1,151	863
Latin 3	585	440
Literature 3	4,581	3,490
Literature 4	3,057	2,351
Physics 2	1,769	1,347
Trigonometry 1	2,854	2,147
Total	48,253	36,363

Percentage of Passes—75.36%.

COMMERCIAL EXAMINATION, 1938

UNIT	Number of Candidates	Number of Passes
Advertising and Salesmanship	1	1
Bookkeeping 2 (Practice)	170	114
Bookkeeping 2 (Theory)	166	125
Bookkeeping 3 (Practice)	4	1
Bookkeeping 3 (Theory)	4	2
Business English 3	109	86
Commercial French 2	36	32
Commercial French 3	1	1
Commercial Law 1	109	91
Geography 1	77	62
Literature 3	145	115
Mathematics 2	104	73
Mathematics 3	1	1
Penmanship 2	343	291
Practical Office Training 1	1	1
Rapid Calculation 2	263	161
Secretarial Training 1	96	71
Spelling 2	359	283
Stenography 2	396	297
Typewriting 2	424	364
Total	2,809	2,172

Percentage of Passes—77.32%.

TECHNICAL EXAMINATION, 1938

UNIT	Number of Candidates	Number of Passes
Building and Construction 1	10	10
Cabinet Work 1	13	13
Carpentry 1	1	1
Chemistry 1 (Girls)	12	5
Clothing 1	11	10
Composition 3	172	86
Drawing and Design 2	5	5
Dressmaking 2	11	11
Electricity 2	33	31
Electricity 3	58	55
Food and Dietetics 1	3	3
General Mathematics 2	44	27
General Mathematics 3	114	81
General Science 2	16	10
General Science 3	111	68
Geography 1	133	82
History 3	133	65
Household Economics 2 (Technical Course)	11	11
Household Economics 2 (Handbook Course)	15	15
Industrial Art 1	2	2
Literature 3	161	64
Metals 2	14	14
Metals 3	9	9
Motor Mechanics 2	19	18
Motor Mechanics 3	44	40
Physiology and Hygiene 1	17	16
Total	1,172	752

Percentage of Passes—64.16%.

SUPPLEMENTAL EXAMINATION, 1938

UNIT	Number of Candidates	Number of Passes
Agriculture 2	109	48
Algebra 3	462	72
Arithmetic 1	442	140
Art 2	18	10
Biology 1	353	193
Chemistry 2	281	118
Composition 3	431	224
Composition 4	924	559
French 2	158	82
French 3	366	178
Geography 1	293	153
Geometry 3	37	11
German 2	14	5
German 3	11	8
History 3	435	246
History 4	377	266
History of Literature 1	187	131
Latin 2	120	26
Latin 3	105	13
Literature 3	448	214
Literature 4	464	194
Physics 2	228	96
Trigonometry 1	376	51
Total	6,639	3,038

Percentage of Passes—45.76%.

CERTIFICATES ISSUED DURING THE YEAR 1938

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Permanent Certificates:						
Alberta Teachers:						
Academic Class	14					
High School Class	31					
First Class	666					
Second Class	211				922	922
(b) Interim Certificates:						
High School Class:						
Alberta Teachers	27				27	27
First Class:						
Alberta Teachers	45				45	45
Teachers from British Columbia		1				
Teachers from Saskatchewan		3				
Teachers from Ontario		2				
Teachers from Nova Scotia		1			7	7
Elementary and Intermediate Class:						
Teachers from Alberta	354				354	
Teachers from Saskatchewan		20			20	374
Second Class:						
Alberta Teachers	21				21	
Teachers from Saskatchewan		1				
Teachers from Ontario		1			2	23
Third Class:						
Alberta Teachers	1				1	1
	1,370	29			1,399	1,399

N.B.—The tables shown above indicates in its Alberta list 147 certificates re-issued on account of change of name through marriage, and 209 re-issued to teachers who have qualified for certificates of higher class than those originally granted them.

HIGH SCHOOL CORRESPONDENCE COURSES

During the school year 1937-38 there was a great increase in enrolment as compared with the previous year. It is evident that the facilities offered by the Department for High School education are appreciated especially in those sections of the Province where young people are unable to leave their homes and go to High School. School trustees continued their co-operation with the Department by paying the whole or part of the fees in many cases. On its part the Department continued to supply the lessons at cost and to bear all the charges of administration. Examination results show that the correspondence method of instruction is quite successful. For the most part correspondence students are those who are really in earnest about getting an education.

Figures for the school year 1937-38 are as follows:

Total number of students enrolled	635
Total number of subjects	1,635
Enrolment by Units:	
Grade IX	203
Grades X, XI, XII	1,432

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

CHANGES IN STAFF

In April the Department lost the highly valued services of Inspector W. H. Edwards, of High River, who suddenly passed away after a short illness. The late Capt. Edwards was inspector for over eleven years in Wainwright, Bassano, the City of Calgary and High River. Of outstanding ability, he was well known and popular, especially in educational and musical circles, and his death is a serious loss to the Province and to the Department.

With the establishment of eleven new School Divisions, entailing additional administrative and supervisory duties, the Department found it necessary to appoint three more elementary school inspectors. An additional high school inspector was appointed in September owing to the increase in the number of schools offering instruction in high school subjects, and the necessity for keeping a closer check on teaching efficiency under the new curriculum. The new appointees are E. W. White, B.A.; F. Hannochko, B.A.; J. H. McLean, B.A.; E. C. Stehelin, B.A., and Alex. B. Currie, Ph.D. One of these appointments results from the death of Inspector Edwards.

E. W. White is a graduate of Alberta University. After spending some years in the rural and town schools of the Province, he served for nine years as English and History specialist in Medicine Hat.

F. Hannochko had considerable experience in rural schools, and after graduation from Alberta University taught as assistant and later as principal in the Willingdon High School.

E. C. Stehelin is a graduate of Dalhousie University, Halifax. Before coming to Alberta he was principal of the Weymouth School in Nova Scotia, and he has had experience in Alberta in both rural and high schools. Previous to his appointment as inspector, he was for three years on the staff of the Stettler High School.

J. H. McLean graduated from Alberta University. He has had long experience in both public and high schools in Alberta, and for the past twelve years served with success as principal of Bellevue High School.

Alex. B. Currie taught for four years in Ontario public schools and later graduated from Queen's University. He joined the staff of McDougall Commercial High School, Edmonton, and while teaching there won the degrees of M.A. and B.Ed. from the University of Alberta. From 1935-37 he attended the University of London (England), and was awarded the degree of Doctor of Philosophy.

ORGANIZATION OF INSPECTION STAFF—ELEMENTARY AND
INTERMEDIATE SCHOOLS

The elementary school inspectors are responsible for the supervision of all instruction in Grades I to VIII and of instruction in Grade IX only in those schools where this grade forms a part of the intermediate rather than of the high school organization. In the school divisions they act in the dual capacity of Inspector of Schools and Superintendent of the Division. The table below shows the present allocation of the staff, together with the assignment of schools to each official:

Inspectorate and Inspector	No. of Districts	No. of Rooms	No. of rooms in Operation	No. of rooms in Indian Schools	No. of Private Schools
Athabasca—H. A. Kostash, B.A.	131	156	149	0	1
Barrhead—G. F. Hollinshead, B.Sc.	97	114	112	0	0
Calgary—J. A. Macgregor, B.A.	139	176	166	3	16
Camrose—C. H. Robinson, M.A.	83	109	109	0	0
Cardston—T. F. Hamilton, B.Sc.	77	138	130	7	4
Coronation—R. H. Liggett, B.A.	139	146	111	0	0
Drumheller—W. E. Frame, M.A.	125	183	173	5	0
Edmonton East—J. J. LeBlanc, B.A.	154	219	119	8	3
Edmonton West—R. J. Scott, B.A.	138	183	177	0	4
Foremost—H. A. Macgregor, M.Sc.	128	142	110	0	0
Grande Prairie—L. A. Walker, B.A.	112	133	125	3	3
Hanna—J. C. Jonason, B.A.	114	133	87	0	0
High River—G. L. Wilson, B.Sc.	132	186	177	0	2
Holden—J. H. McLean, B.A.	80	96	92	0	0
Killam—E. W. White, B.A.	81	103	99	0	0
Lac Ste. Anne—J. D. Aikenhead, M.A.	74	82	81	0	0
Lamont—A. R. Gibson, M.A., B.Paed.	89	158	157	0	2
Lethbridge—Owen Williams, B.A.	86	190	174	0	3
McLellan—E. C. Stehelin, B.A.	87	112	102	16	0
Macleod—C. C. Bremner, M.A.	96	156	149	2	4
Medicine Hat—H. C. Sweet, B.A.	150	217	180	0	5
Olds—X. P. Crispo, M.A.	142	172	172	0	1
Oyen—C. M. Laverty, B.A.	103	108	62	0	1
Peace River—J. W. Gilles, M.A.	112	130	119	4	3
Red Deer—L. A. Thurber, B.Sc.	140	183	182	0	1
St. Paul—J. I. Gibault, B.A.	153	199	195	6	1
Stettler—W. E. Hay, B.Paed.	140	164	159	0	0
Taber—R. V. McCullough, A.B.	72	95	68	0	0
Two Hills—F. Hannonchko, B.A.	63	96	96	0	0
Vegreville—L. B. Yule, B.A.	72	94	92	0	1
Vermilion—Munroe MacLeod, M.A.	104	115	113	0	0
Wainwright—L. Good, B.Sc.	152	168	150	0	0
Wetaskiwin—John Scoffield, B.A.	161	189	182	4	3
Total	3,726	4,845	4,369	58	58

HIGH SCHOOL INSPECTION

A high school is defined as any school which has at least one teacher offering instruction exclusively in grades above the eighth. The three high school inspectors have prepared a joint report covering the whole of the Province. This report is here included in the form in which it was submitted.

REPORT OF INSPECTORS OF HIGH SCHOOLS

(Northern Alberta: *H. E. Balfour, M.A., Edmonton*)

(Central Alberta and Commercial Schools: *A. B. Currie, M.A., Ph.D., Red Deer*)

(Southern Alberta: *D.M. Sullivan, M.A., Calgary*)

Number of High Schools and Teachers

The total number of classrooms in the Province in which senior High School work is being taught is as follows:

(a) In Edmonton, Calgary, Lethbridge and Medicine Hat	262
(b) In other centres, schools of	
One Room	168 rooms
Two Rooms	122 rooms
Three Rooms	39 rooms
Four or more Rooms	146 rooms
	475
(c) In Private Secondary Schools	40
Total number of Senior High School Rooms	777

Of the foregoing, approximately 30 rooms (Technical Shops) are inspected by the Director of Technical Education.

In some one-room and two-room schools under the jurisdiction of the Public School Inspectors, there are pupils in the Senior High School grades. The number of such rooms is 608.

During the year a number of additional duties made inroads upon the time otherwise available for inspecting High Schools. During January, with the assistance of Public School Inspectors, we inspected the Intermediate Schools of Edmonton and Calgary. Frequent calls to committee and board meetings in connection with the revision of courses and with the Departmental Examinations interrupted the actual inspecting of high schools. We had to devote a great deal of time to correspondence, this being greatly increased by the recent changes in regulations covering certification for teaching particular subjects and the recommendation of students for credit without examination.

Dr. Currie was engaged during the summer months as an instructor in the Summer School; Messrs. Sullivan and Balfour had charge of the marking of examination papers; preparatory arrangements, supervision of the marking of June papers, appeals and supplemental examinations all required our attention.

Our services were also required in connection with several Teachers' Conventions, in meetings with teachers and trustees incidental to the introduction of the new High School Programme.

At the beginning of September Dr. Currie was appointed to inspect the High Schools of Central Alberta and the Commercial Departments of schools throughout the Province.

During the year inspections were made and individual reports submitted on the work of 441 teachers. This total includes Intermediate Schools of Calgary and Edmonton and the teachers of all the private schools. This was the first year in which all the private schools have been inspected. Other inspections were chiefly of the smaller high schools, where the introduction of the new course has presented the greatest difficulty.

This distribution of gradings is as follows:

	Number	Percentage 1938	Percentage 1937
E	15	4	5
VG 2	69	16	19
VG 1	122	29	35
G 2	119	28	27
G 1	65	16	10
FG 2	26	6	3
FG 1	2	.5	1
F	2	.5	0
Not graded	21*		

*Most of those not graded were teachers in Private Schools.

Qualifications of Teachers

Teachers in the publicly supported high schools held qualifications as follows:

1. Bachelor's or Higher Degree:
 - (a) With High School Certificate 109
 - (b) With Academic or First Class Certificate 315
2. First Class Certificate without Degree 231
3. Vocational Certificate 48

Most of the private schools maintain approximately the same standard of teacher qualifications as the foregoing, although in a few "Church Schools" this is not yet the case. In a small number of private schools, because of unsatisfactory teacher qualifications, equipment, or instruction, it was found impossible to approve the granting of credit on the teacher's recommendation.

Large numbers of high school teachers, some of whom have taken no further courses since their graduation from University or Normal School, have attended summer schools, here and elsewhere, and have brought back to their work fresh points of view, more effective techniques, and a better appreciation of the objectives of secondary education today.

Equipment of Schools

We are able to report generous treatment by boards of the needs of the schools in Science laboratories, Social Studies books, and Music equipment. Pianos and well-selected records for music appreciation are now found in most schools where Music is offered. In many instances the trustees are now making regular appropriations for building up the high school library. In others, the students (of three successive years) share the cost of certain books, or contribute to a fund for their purchase, leaving them as the property of the school. Liberal donations of books by several public-spirited organizations have met real needs in certain localities.

The improvements being attempted in our schools cannot be effected without corresponding expenditures on books and equipment. Lacking these, learning is restricted to the routine memorizing of limited sections of single text-books, which have not always been the best available.

Further consideration should be given to the needs of the schools for such subjects as Art, English, and Physical Education.

As school authorities come to realize that the best service to most boys and girls lies in the provision of facilities for the non-academic elective subjects, there is a slow increase in the number of schools making expenditures for Typewriting, Shop and Home Economic courses.

Quality of Instruction

We have already mentioned the improvement in the general standard of qualification of teachers, the stimulating effect of summer courses and the rapid increase in supplementary and reference books and in equipment. Other factors have also contributed to a steady improvement in teaching. Among these should be noted: (1) the infiltration of the procedures and values of the "Enterprise" and Activity programmes; (2) the release from the necessity of subordinating real teaching to examination coaching; (3) the growth of professional interest among the teachers; and (4) the limit placed by the Department upon the number of subjects among which the teacher's time may be divided.

The teaching of Social Studies is much more vital and inspiring than ever before. The majority of teachers have become converts to the methods set out in the preamble to the course. The classroom of the enlightened teacher is a laboratory with students arranged in research groups. Work tables are provided in most schools as well as bookcases, shelves, bulletin boards, and filing cases. Courses in Grades IX and X are taught more intelligently than last year. Teachers find the new Grade XI course long and difficult, but commend the outline, the detailed treatment and the prescribed references. Unfortunately, a considerable number of teachers insist on making of these courses mere re-organized ver-

sions of the former history. They adhere too closely to the outline, and in some instances will follow the ritual of dictating notes on abstruse dynastic and constitutional problems.

In the teaching of English, progress is perhaps less spectacular than in Social Studies. Treatment in the subject is rapidly becoming less formal, with more emphasis being placed on oral and written expression of pupils in natural situations. Teachers are meeting the decrease in time allotment by emphasizing correct English in all subjects. Some teachers find it difficult to accustom themselves to a less intensive style of teaching Literature. They try to "teach" each selection by the traditional method of minute analysis and meticulous annotation, failing to realize that these very techniques usually defeated the aims of the course, namely, an appreciation of good literature and the formation of proper reading habits.

The chief result of the revision of courses in modern languages is the increased interest and practice in oral expression. Our new text-books emphasize speaking and reading facility in the language, at the expense of the more obscure grammatical technicalities. Teachers generally have expressed satisfaction with the changes in Latin texts and courses.

In all the Science courses more time is being given to actual observation, demonstration and experiment than hitherto. The new texts in Physics and Chemistry have helped to improve the teaching. Biology is elected by most students in either Grades X or XI, a circumstance which provides a new opportunity for the school and demands a course and a text concerned with the vital life and health problems of the students. This is a new development in our secondary education; previously most students graduated from high school without such a course. Teachers are making progress with the new course in Geology, but too frequently limit the study to the collection of notes on Physical Geography. Proper treatment of the course requires energetic search for instructional materials related to the locality.

The new Algebra text is serving to re-direct the work toward more thorough understanding of basic concepts and relationships, and away from long drills on the manipulation of poorly understood symbols. Teachers have encountered serious difficulties during the year in General Mathematics, but these have been of a temporary nature consequent on the transition to the revised course.

Physical Education shows improvement in a number of centres, although gymnasium accommodation and equipment are sadly lacking. A considerable number of teachers obtained training under the Youth Training Scheme during the summer, and many others are securing this training throughout the school year. Such teachers are now conducting their school classes with revived interest and greatly improved methods.

In spite of financial handicaps, Music has made a notable advance. Several school bands and orchestras have made their appearance within the last year or two, choral work has increased, but the greatest improvement has been made in the field of Music Appreciation. Gramophones of good tone, well chosen stocks of records and improved knowledge acquired by teachers at Summer

Schools in how to use these, are opening to the youth in the schools the opportunity of enjoying music both as participants and as listeners of some discrimination and understanding.

In spite of the intent of the revised course in Art to stress the appreciation of Art principles in our every-day lives and surroundings, a large number of teachers have not changed their procedures from the actual drawing and painting of the traditional sets of "plates".

Some improvement in the teaching of Dramatics is noticeable. This is no longer a "text-book course", nor is it chosen in most instances as an easy way of obtaining "credits", but rather for its value in improving diction, articulation, and pronunciation and for its values in self-expression and improvement of personality. Teachers are now nearly all specially trained and show more discrimination in the planning of their courses. There is less emphasis on public performance and a better correlation between Dramatics and English, resulting in the realization of more lasting values.

Typewriting 1 (a) and Bookkeeping 1 (a) are frequently chosen. In the former the objective is a control of the keyboard sufficient for practical purposes. Interest is high among the pupils, many of whom attain surprising proficiency.

Sociology and Psychology is offered mainly in schools where the teacher has had special training in the Social Sciences on the University level. Though the content of course is new to them, most of the teachers are treating it intelligently as an aid to enlightened thinking about social problems.

In Vocations and Guidance formal lessons occupy a large part of the time. More opportunity for reading suitable books and frank discussions of the problems that arise would add much to the effectiveness of the training. A few schools have taken the lead in having one or two members of the staff specialize in the practical problems of guiding and counselling children in their choice of vocations.

Needlework is not taught in many schools, but where it is attempted the interest aroused among the girls, the stimulus given to related home crafts, and the quality of workmanship achieved are such as would justify its more frequent selection.

In the very few schools which offer Mechanical Drawing the teachers are found to have taken the course in University or other training school, and the pupils derive real benefits from the instruction and from their personal efforts.

Choice of Electives

Advanced instruction in the commercial courses is offered in all seven cities and in six of the larger towns. The senior courses in Shop subjects and in Home Economics are dealt with by the Director of Technical Education elsewhere in this Annual Report.

Almost all the General Elective subjects are being offered in the high schools of Edmonton and Calgary, and progress is being made in both of these centres toward the establishment of truly composite schools. Outside these centres the distribution of General Electives in 273 schools is as shown by the following table:

Art 1	130	Dramatics 2	25
Art 2	8	Home Economics 1	19
Music 1	92	Home Economics 2	9
Music 2	7	Shop 1	24
Biology	122	Shop 2	13
Bookkeeping 1 (a)	105	General Science 1	22
Commercial Law	48	General Science 2	4
Mechanical Drawing	5	General Mathematics 1	140
Needlework	11	General Mathematics 2	6
Geology	116	Physical Education 2	37
Stenography 1 (a)	32	Sociology	80
Typewriting 1 (a)	89	Vocations	90
Dramatics 1	72		

There is still a strong inclination on the part of students in category "C" to swing into the traditional academic courses. Not only should this tendency be discouraged in many instances, but a larger number of students in the other categories should be offered a wider range of General Electives. In planning his programme, the teacher is almost always influenced more by the academic needs of the few aspiring matriculants than by the life needs of the entire student body.

Effect of the Large Division on Secondary Education

Superintendents and school boards in the large units, generally speaking, encourage students to attend high schools in larger centres. Many high schools have been set up in the divisions at central points to which pupils of high school age are transported; and in some divisions it has been found necessary to establish dormitories. As a result, there is a marked falling off in the number of rural schools which offer subjects of Grades X, XI or XII. This, we feel, is a step in the right direction. Unfortunately, there is also an increase in the number of temporary high schools in premises unsuitable for the purpose and with inadequate equipment. In time, and the more rapidly the better, it is to be hoped these temporary high schools will develop into schools of the more orthodox type, with permanent structures and approved standards.

The Divisional Boards appear more willing to provide equipment and the necessary reference books than has been the case with many local boards. The former have at all times the advice of a superintendent who is familiar with high school needs.

Divisional Boards have organized a few new high schools, and a number of Village Districts have already placed, or are considering placing, their high schools under Divisional authorities. The Department is also transferring to the Divisions the operation of certain Rural High School Districts. Altogether, it seems likely that within a short time a very considerable number of the small high schools will have the advice and supervision of the local Superintendent, improved equipment, and teachers selected in better relation to the type of qualifications required. One of the advantages of Divisional control and responsibility is to be derived from the better placement of teachers. This advantage will probably show itself more in the placement of high school than of elementary school teachers.

Teachers' Conventions

Largely attended Conventions were held in Calgary and Lethbridge on the two days preceding Armistice Day. In Calgary the attendance was the highest on record. The programme consisted entirely of topics relating to courses in Grades IX to XII, with

special attention devoted to the electives and the new courses introduced in September, 1938. In Lethbridge the high school section met separately for two half-days and joined with the other groups in general sessions. A blizzard interfered with the programme the second day, and lessened the attendance and value of the Convention. The city teachers of Calgary met in Convention on the same days as the teachers outside of Calgary, with a full programme of a professional and inspirational character.

The high school teachers of Northern Alberta combined with those of the City of Edmonton in a two-day Convention on these same dates. This innovation was generally approved, the opinion being expressed that the problems of teachers in the larger and the smaller schools are more nearly alike than ever before, and that by this means there is a better opportunity of securing discussion relative to the complete range of subjects.

Teacher Supply

The demand for teachers holding University degrees with some successful experience, greatly exceeded the supply this year, and it seems likely that this condition will continue, or become more acute. Higher qualifications and greater versatility are being demanded without corresponding increases in the salaries paid. For this reason the number of University undergraduates who intend to enter teaching as a career is probably inadequate to meet the needs of the near future.

Inspection of Elementary and Intermediate Schools

The following tables compiled from statistics supplied by the inspectors indicate summarily the work accomplished during the year 1938:

TABLE OF MILEAGE

	Total	Average
(a) By Rail	23,301	706.0
(b) By Car	294,427	8,922.0
Total	317,728	9,628.0

TABLE OF INSPECTIONS

Total and average number of inspections during the year:

	Total	Average
(a) Elementary Schools	4,544	137.8
(b) Indian Schools	51	1.5
(c) Private Schools	32	.9
Total	4,627	140.2

TABLE SHOWING DISTRIBUTION OF INSPECTIONS

	Graded	Ungraded	Total
Number of rooms inspected once	1,109	1,536	2,645
Number of rooms inspected twice	219	766	985
Number of rooms inspected three times	5	22	27

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total days	Average days
(a) Inspection	2,638	79.9
(b) Investigation	1,582	47.9
(c) Official Trustee	497	15.0
(d) Attendance Officer	106	3.2
(e) Examinations	121	3.6
(f) Special	1,385	41.9
(g) Reports and Correspondence	2,449	74.2
Total	8,778	265.7

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS
INDICATED IN REPORTS OF INSPECTORS

Following instructions, each elementary school inspector in charge of a field has submitted a report on educational conditions and progress in his area. These reports include observations on the operation of the twenty-two School Divisions, as well as comments on the techniques and general validity of the new course of studies. The information received covers the following main headings:

- A—General Conditions, Teacher Supply, Tax Collections, Salaries and Payment of Teachers.
- B—School Organization.
- C—Inspection and Supervision.
- D—The New Courses in Grades X and XI.
- E—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports' Days.
- F—Additional features and suggestions.

In the following pages the findings of the individual inspectors have been consolidated and generalized so as to give them as wide an application as possible in presenting a summary of educational efficiency in the elementary and intermediate schools of the Province.

*A.—General Conditions, Teacher Supply, Tax Collection,
Salaries and Payment of Teachers*

I.—General Conditions.

The year 1938 was characterized by an unusually heavy snow-fall followed by the early opening of spring and generous and widespread spring rains which produced ideal conditions for the early crop months. Summer crop conditions continued favourable with the exception of some minor wind damage in isolated areas and a few outbreaks of grasshoppers. Harvesting operations commenced early, and were only slightly interrupted by unfavourable weather. In some areas considerable damage was caused by red rust which, while not materially affecting the yield, caused an appreciable lowering of the grade. Damage from hail was also reported from several districts. Grass conditions were the best in years.

The northern sections of the Province experienced less favourable conditions than in 1937. Lack of rain in the Grande Prairie and Peace River areas impaired yields, while around Grimshaw 20,000 acres were hailed out completely. In the Edmonton area climatic conditions affecting agricultural activities were generally favourable; crops were harvested at a minimum of expense and under ideal conditions. Crops in the drought areas were fairly good. In the western portion of the Hanna Inspectorate the crop yield for wheat averaged about 15 bushels or less, while in the Tilley East School Division the average yield of wheat per acre for the year was 5 or 6 bushels. At Coronation the wheat crop ranged from 5 to 15 bushels, but every farmer had some grain, and there was abundant fodder for all. All districts in central and southern Alberta report better crops. At Cardston many yields of wheat ran as high as 50 bushels to the acre, and the average of the district would be over 30 bushels. The high quality and yield of the beet crop was maintained.

In spite of the generally favourable crop conditions, however, returns were disappointing, and the market quotation for coarse grains has been little in excess of cost of operations. The pegged price for wheat resulted in earlier deliveries, and undoubtedly prevented a serious financial situation. Prices in the dairying and hog-raising industries have been steady and compensated in part for the low prices of other products. The farming section of the community, as a result of the satisfactory crop, has been able to meet some of its more pressing financial obligations, and living conditions have shown a definite improvement.

II.—Teacher Supply and Operation of Schools.

During the year 1938 it became evident that there was a pronounced decrease in the number of teachers available for rural schools. In the spring term few applications could be secured in response to advertisements for teachers. However, all positions were filled during the January to June term. In September the shortage became definitely acute, particularly in the marginal areas and in the drought districts. Two or three districts in the north were unable to secure teachers of any kind for the fall term. A number of teachers returned to the profession after an absence of several years, many of whom were married women unfamiliar with the present curriculum and its objectives. A few Saskatchewan teachers were accepted to keep our schools running.

The record of operation of schools during 1938 compares very favourably with that of previous years. Every effort is made to qualify for the full 20 days' grant, and even in those few schools where a winter vacation of one or two months is still necessary, the lost time is made up by operating the school in July and August. Little time was lost on account of contagious diseases and epidemics.

III.—Collection of School Taxes.

Tax collecting agencies of different kinds had a successful year in 1938. In a number of districts good habits in the matter of tax payments have not yet been re-established, but a large number of ratepayers have consolidated their arrears, and many whose positions were gradually becoming hopeless have now a more cheerful outlook, and have their tax situation well in hand again. In 1938, as in other years recently, the different municipalities have had success in varying degrees in the collection of school taxes, some doing remarkably well, some creditably well under the circumstances, and some poorly. In the latter the condition is often due to laxity on the part of the municipal collecting agency. Where no effort has been made over a number of years to collect taxes, it is now difficult to enforce collections. Where crop returns were good the municipalities, in most instances, have taken definite steps to collect taxes when the opportunity presented itself. Fewer parcels of land will revert to the municipalities by reason of accumulated tax arrears, but total tax arrears will probably not show any appreciable lowering from the previous years.

Those collecting rural districts which are located in the new homestead areas that suffered from drought last year continued to experience difficulty in collecting amounts adequate for the year's expenses. Effective collecting was stimulated under the Depart-

ment's special plan of making a grant payable in proportion to the cash collected.

The incorporated towns and villages, for the most part, made the year's payments without undue difficulty as a result of improved economic conditions and of more energetic collecting methods.

IV.—Salaries and Payment of Teachers.

From all parts of the Province come reports of an increase over 1937 in the average salary paid to teachers. Reasons for this upward trend in salaries are the increasing scarcity of skilled qualified teachers, improved economic conditions, salary schedules adopted in the Divisions, and a stricter adherence to the statutory minimum. All the School Divisions, after negotiation with the teachers' organization, established salary schedules. One typical schedule embraces the following features:

- (a) A basic minimum.
- (b) A stated additional sum for each year's experience in Alberta, up to a specified maximum.
- (c) An additional amount for teaching high school grades.
- (d) A yearly increment for service within the particular school system.
- (e) A bonus for approved summer school courses.

In order to keep within the year's appropriation, it was found necessary in some Divisions after adopting the schedule in principle, to impose a deduction of 10% or more from the stated basic minimum.

Salaries in the Divisions are, in practically all cases, paid promptly. Outside the Divisions salaries are lower and often in arrears.

V.—Special Grants and Guaranteed Loans.

A special grant of \$150 is available for the erection of a first school in a newly organized district, when a school is erected by voluntary labour. This was a strong factor during the past year in making operation possible in newly settled areas of the Athabasca, Edmonton West, Grande Prairie, Peace River, McLennan and St. Paul Inspectorates. Special grants were made for the purpose of keeping schools in operation that would otherwise be forced to close. Last October the Department evolved a plan to extend financial assistance in the form of special grants to certain districts having salary arrears in excess of \$500. Payment of grant was contingent upon the district's collecting a definite amount of taxes in cash. Grants authorized under Section 27 were paid to a number of School Divisions to cover salary arrears incurred prior to the formation of the Division.

For the past few years the districts operating under the Special Areas Board have found that income from taxable property within their boundaries bore no effective ratio to their financial obligations. A special appropriation of \$100,000 was granted in aid of these, the larger proportion being devoted to the four Divisions: Sullivan Lake, Berry Creek, Acadia and Neutral Hills. A condition imposed was that residents should continue to pay in taxes a sum approximating the average annual amount actually paid over the last five-year period.

Financial assistance to make possible the current operation of schools was also extended to a number of districts by the method of guaranteeing bank loans.

B.—School Organization

I.—Number of New Districts.

Returns from inspectors show that thirty-three new districts were organized during 1938. Seven of the thirty-three are in Athabasca, four in St. Paul, the remainder divided among thirteen other inspectorates.

II.—Number of New Schools.

Seventy-one one-room schools were built; additional rooms to present schools were constructed in seventeen districts; nine two-room schools were erected, two four-room schools, and one twelve-room school. Of the one hundred new schools, five replaced structures destroyed by fire. Log schools to the number of twenty-one sprang up in the following inspectorates: Athabasca, Edmonton West, Peace River, St. Paul, Grande Prairie, McLennan. Forty-four schools are of frame construction and thirty-five of frame and stucco. A number of teacherages were also erected. In addition, a few districts found it advisable to rent or lease temporary buildings for high school teaching or other purposes; in some cases these were converted houses, in others churches or community halls. Forty-seven new schools were financed out of current revenue, thirty-two by voluntary labour aided by government grants or by a special levy, ten by the issue of short term debentures, five by debentures sold locally, six by loans approved by the Minister under Section 171 of The School Act. The tendency in building is to specify full basements and fully modern construction with respect to lighting, ventilation, heating and sanitation.

III.—The Large Division.

The first eleven School Divisions in the following table have been functioning since January, 1937, and those numbered twelve to twenty-two have operated during the whole of the year 1938. The remaining twenty-two will be in operation in 1939:

LARGE SCHOOL DIVISIONS, ALBERTA

No.	Name.	Secretary-Treasurer and Address.	Superintendent and Address
1.	Berry Creek	J. A. Lukey, Sunnynook	J. C. Jonason, Hanna.
2.	St. Mary's River	Z. W. Jacobs, Cardston	T. F. Hamilton, Cardston.
3.	Foremost	David Terriff, Foremost	H. A. Macgregor, Foremost.
4.	Cypress	F. G. McLaughlin, 217 6th Ave., Medicine Hat	H. C. Sweet, 534 11th St., Medi- cine Hat.
5.	Tilley East	F. G. McLaughlin, 217 6th Ave., Medicine Hat	H. C. Sweet, 534 11th St., Medi- cine Hat.
6.	Taber	H. J. Hart, Taber	R. V. McCullough, Taber.
7.	Lethbridge	G. C. Patterson, Lethbridge	Owen Williams, 532 15th St. S., Lethbridge.
8.	Acadia	C. G. Patterson, Oyen	C. M. Lavery, Oyen.
9.	Sullivan Lake	H. K. Fielding, Hanna	J. C. Jonason, Hanna.
10.	Peace River	R. B. Manly, Peace River	J. W. Gilles, Peace River.
11.	Lac Ste. Anne	F. W. Wiggins, Sangudo	J. D. Aikenhead, Sangudo.
12.	Edson	Claude Clark, Edson	R. J. Scott, 10049 113th St., Edmonton.
13.	Clover Bar	Chas. Bowker, Room 33, Dom. Bank Chambers, Edmonton	J. J. LeBlanc, 10713 98th Ave., Edmonton.
14.	Grande Prairie	Geo. R. Patterson, Gr. Prairie	L. A. Walker, Grande Prairie.
15.	Rocky Mountain	J. Stronach, Rocky Mtn. House	L. A. Thurber, Red Deer.
16.	Neutral Hills	R. R. Annett, Consort	R. H. Liggett, Coronation.
17.	Holden	V. J. Reay, Holden	J. H. McLean, Holden.
18.	Lamont	M. Woycenko, St. Michael	A. R. Gibson, Lamont.
19.	Vegreville	D. W. Kennedy, Vegreville	L. B. Yule, Vegreville.
20.	Camrose	A. G. Lewis, Camrose	C. H. Robinson, Camrose.
21.	Two Hills	Wm. Halina, Two Hills	F. Hannonchko, Two Hills.
22.	Killam	D. V. York, Killam	E. W. White, Killam.
23.	Stony Plain	Walter L. Sharplin, Stony Plain	R. J. Scott, 10049 113th Street, Edmonton.
24.	Sturgeon	Ernest Meaden, 37 Gariepy Block	J. J. LeBlanc, 10713 98th Ave., Edmonton.
25.	Vermilion	James R. Robson, Dewberry	Munroe MacLeod, Vermilion.
26.	Stettler	Fraser R. Layton, Stettler	W. E. Hay, Stettler.
27.	Castor	A. B. Wetter, Castor	R. H. Liggett, Coronation.
28.	Macleod	Gordon Blair, Granum	C. C. Bremner, Macleod.
29.	Pincher Creek	Wm. A. Fraser, Pincher Creek	C. C. Bremner, Macleod.
30.	Drumheller	Harry A. Evans, Drumheller	W. E. Frame, Drumheller.
31.	Olds	S. Gilson, Didsbury	X. P. Crispo, Olds.
32.	Wainwright	Geo. T. Steel, Wainwright	L. Good, Wainwright.
33.	Provost	J. H. Cochrane, Hughenden	L. Good, Wainwright.
34.	Ponoka	DeForest Nelson, Ponoka	John Scoffield, Wetaskiwin.
35.	Red Deer	R. C. Ives, Red Deer	L. A. Thurber, Red Deer.
36.	Wetaskiwin	Theodor F. E. Appelt, Wetaskiwin	John Scoffield, Wetaskiwin.
37.	Pembina	Gordon B. Pierce, Westlock	G. F. Hollinshead, Barrhead.
38.	Foothills	G. T. Hyde, High River	Geo. L. Wilson, 307 25th Ave. West, Calgary.
39.	Smoky Lake	Steve Antoniuk, Smoky Lake	A. R. Gibson, Lamont.
40.	Wheatland	A. H. Erswell, Strathmore	Geo. L. Wilson, 307 25th Ave. West, Calgary.
41.	Calgary	F. R. McVeigh, 408 17th Ave., N.W., Calgary	J. A. Macgregor, 3435 6th Ave. West, Calgary.
42.	Athabasca	J. A. MacIntyre, Colinton	H. A. Kostash, Athabasca.
43.	Bow Valley	J. T. Summerbell, Bassano	W. E. Frame, Drumheller.
44.	E.I.D.	J. T. Summerbell, Bassano	R. V. McCullough, Taber.

Of a total of 3,472 rural school districts in the Province, 3,104 are now included in School Divisions. There are still 608 districts not included in Divisions, this total embracing cities, towns, villages and 368 rural districts. The map following shows the approximate area covered by each Division.

Comparative Costs of Administration.

Previous to the year 1937 the feasibility of the new system of administration, as far as Alberta was concerned, was not susceptible of demonstrable proof. Now that the first eleven Divisions have operated for two years, and the second eleven for one year, it is possible to assess the advantages of the system dispassionately. It is fair to say that capital expenditures were heavy, the first year, in some of the Divisions, owing to the setting up of central offices, the building of new schools and renovating of old ones, the moving



of schools, purchase of school and office equipment. It is also a fact that for a number of years throughout the Province the erection and replacement of schools and purchase of equipment had lagged far behind requirements. In one Division, during the past year, more schools were constructed than had been the case in the previous five years. In many of the Divisions very substantial arrears of salaries were inherited from the old boards, and though these could not be completely liquidated in one short year, nevertheless effective steps have been taken to reduce them appreciably. An aggressive policy of construction and repair has been inaugurated in practically all of the Divisions. A summary of the building programme in Rocky Mountain Division, for example, shows that the divisional board has constructed four single-room and two two-room schools this year, thus providing eight new class-rooms, six of which are fully modern. Fifteen schools were painted, seventeen others repaired extensively, and ten underwent minor repairs. During the year this Division paid off \$3,186.00 of the arrears of teachers' salaries, leaving a balance of \$1,107.00 unpaid. All current salaries were paid. A total of \$9,859.00 of old liabilities were paid and provision made to pay off the remainder within three years. The Division requisitioned \$55,006.00 in 1938 as compared with a total of \$57,465.00 requisitioned by the individual districts in 1937. The majority of Divisions, for the first year at least, have been conservative in regard to the provision of additional services. Their policy has been to improve facilities gradually, without increasing the cost beyond the ratepayers' ability to pay. The first problem that most of the new Divisions had to face was not the inauguration of a series of educational luxuries, but rather the provision of minimum essentials of education for children in districts that had not been paying their way before the Division took over. The divisional boards were not willing to leave school buildings in the state of disrepair in which they found them, nor to leave old debts and arrears of salaries unpaid.

To offset increase in capital expenditure, savings have been effected through large-scale buying, and the application of more business-like procedures. The following is a summary of administrative methods in Edson Division: Through the careful supervision of all expenditures, exorbitant and unnecessary costs have been eliminated, because in the aggregate fewer persons are in charge of the purse strings; purchasing in large quantities results in discounts ranging from 5% to 35% on school supplies, hardware, books, building materials; centralized administration reduces the cost of secretarial service, audits and local administrative expenses; a blanket rate on fire insurance effects a saving of 40c per hundred; by careful supervision of building costs better buildings have been erected at lower figures; from broken or partially damaged seats, gathered from all the schools, others have been rebuilt at low cost, thus effecting a substantial saving.

Additional Services.

The most spectacular feature of the new administrative system lies in the increased educational services made possible by the large unit. No matter how efficient the schools, they are of little value if our pupils cannot reach them. In the Foremost Division

a van service was inaugurated to carry children to the superior plant and staff at Coutts. The provision of conveyance in this case was made possible through the co-operation of the Honourable Solon E. Low, who arranged for the extension of a graded road for a much longer distance than was originally planned. Although provision was made for only seventeen pupils, twenty-six pupils have taken advantage and are being conveyed to the Coutts school. In one instance, in St. Mary's River Division, free transportation for the high school pupils of three outlying districts to a newly established rural high school centre has been provided. In the Lethbridge Division twenty school vans are in service, eight of which are owned by the Division, and operate at an average cost of \$1.50 per day. Conveyance is provided for 365 pupils, or 14% of the school population of the Division. In Acadia Division, where transportation of children to and from school involves a return trip of more than six miles, the divisional board pays conveyance at the rate of 8c, 10c or 12c per mile above six miles, the rate varying according as there are one, two, three or more children. At Taber eight motor vans carry 86 children to school centres. At Vegreville, if pupils attend a Divisional School more than five miles from home, an allowance of \$30.00 is made for transportation.

During the year arrangements were completed for health supervision in the schools of the Divisions. At Cardston the contract provides for an annual inspection of all school children by a qualified doctor, free vaccination for smallpox and inoculation against diphtheria. These services are provided at a cost of \$1,750.00. Lethbridge has secured the services of a competent doctor, who is also a specialist in children's diseases. In Camrose Division over a quarter of the schools were visited, and pupils given a physical examination, inoculations and vaccinations. This was also done for all children in the Holden Division, during the fall term. A nurse is employed in Two Hills Division to visit schools, examine children, and advise parents; cocoa is also served at noon lunches in this Division. In Vegreville Division conditions affecting the health of the pupils were improved in all schools by the installation of covered water-containers and first-aid kits.

Although the divisional boards are not legally responsible for the provision of Grade XII instruction, most of them feel there is a moral obligation to do so. The Grande Prairie Division makes it possible for every child to receive instruction up to and including Grade XII, and the board pays the tuition fees of all its pupils in attendance at any town or village high school. Vegreville pays fees for pupils in Grades X, XI, XII; it is estimated that the fees for Grade XII alone would cost \$1,200. In Lamont the sum of \$2,500 was paid in tuition fees, including those for Grade XII. Similar arrangements prevail in Cypress and Tilley East Divisions. The Two Hills divisional board has made arrangements with all high schools within the inspectorate for free tuition to all the pupils from the Division. Early in the year the Neutral Hills divisional board decided to provide correspondence courses where they were desired, and to pay tuition for all high school grades at any outside school. Correspondence courses are offered by the Camrose, Peace River and Vegreville Divisions.

A dormitory for students eligible for Grade XII instruction in the Berry Creek and Sullivan Lake Divisions was set up in Hanna in September. A building for a girls' dormitory was provided rent-free by the town of Hanna. Another building three blocks away was secured for the boys' dormitory. Competent supervisors were engaged, one a lady to act as cook and supervisor for the girls, and the other a man to supervise the boys and to act as secretary-treasurer for the whole scheme. To meet the variation in cost as between those students who do not go home for week-ends and those who do, it was decided to charge a flat rate of \$2.00 per month per student and an additional per diem rate of 25c per student. Fourteen boys and thirteen girls live in the dormitories. In the Taber Division a large part of the area from which students are drawn is now thinly populated as a result of many dry years. Dormitories have accordingly been established at Armada and Taber, where accommodation is provided for 20 and 18 students respectively. The girls are housed in one building under the supervision of a lady teacher, the boys in another under a male teacher. One cook and one dining table serve all students and supervisors at each centre. The Division provides the buildings, the permanent equipment, heat, light, water, supervisors and cook. The cost for these to the Division is from \$3 to \$4 per month per student. The parents provide food, beds, bedding and room equipment. The cost to the parents is running at \$7 per month, of which not more than \$2 in cash is required, the balance being paid by credits from supplying eggs, butter, vegetables, meat and other foods. The milk supply is obtained from cows provided by different parents in turn. Credit is given for the value of the milk less the cost of the feed.

In several Divisions rural high schools have been established offering instruction in Grades X to XII inclusive. Supplies are offered at cost in Holden, Lac Ste. Anne and Two Hills Divisions. In Camrose all schools are provided with the following supplies free: construction paper, newsprint, foolscap, manilla tag, scissors, paste, ink, thumb tacks, plasticene, building paper, soap, cotton batting, fret saw, hammer, wrench, wood chisel. The Grande Prairie divisional board purchased in large quantities at a substantial discount, supplies of exercise books, pencils, pens, drawing paper, paints and erasers; these are supplied free to the pupils, but cost the Division \$2,500. For the improvement of instruction in the Vegreville Division all schools were supplied with a set of Primary Reading charts, together with a set of word and phrase cards; all pupils from Grades I to IX inclusive were supplied with paper, exercise books, pencils, pens, art supplies and erasers. Libraries have been checked, listed, and built up to at least a working minimum in all the Divisions.

The larger division of school administration has made possible increased supervision, and the superintendents in every case have been able in the course of their duties to make closer contacts with teachers, parents, ratepayers and trustees. Teachers have enjoyed more freedom to embark on improved educational policies; salaries are higher and are paid more regularly; the change from local control and the introduction of salary schedules are making for more permanency and contentment among the rural teachers.

Organization Procedures.

The organization of Divisions numbered 23 to 44 occurred largely in the fall of 1938, although an educational campaign has been in progress for some months preceding. Meetings were held at suitable centres in all proposed Divisions, not for persuasive purposes but rather to explain the new plan to the electors and give them an opportunity to voice their opinion. It was explained that inequalities in the mill rate would be levelled out and that inevitably taxes would be raised in some districts and lowered in others. The chief opposition came from those who feared that costs would be increased beyond their capacity to pay. In isolated instances districts refused to appoint delegates or nominate candidates for office. Though feeling against the larger unit has not disappeared, it has abated measurably; people have learned more about the plan and are seeing its advantages. Now that the system is in operation almost throughout the Province, many of its opponents wish to see it given a fair chance to succeed, and are withdrawing their opposition. The larger division has already solved many problems, and indisputably has increased the efficiency of school administration.

*C.—Inspection and Supervision**I.—Statistics*

(a) The following table summarizes the gradings of teachers given by inspectors during 1938, and indicates the percentage distribution according to the five categories of the five-point grading scale which has been continued in use. The 132 teachers left ungraded appear largely in the Divisions, where a second and third visit is made by the inspector in his capacity of superintendent:

Grading of Teacher	Numerical Distribution	Percentage Distribution	Percentage Distribution
	1938	1938	1937
Excellent	159	3.69	5.39
Very Good	1,347	31.22	27.88
Good	2,087	48.38	49.24
Fairly Good	579	13.42	15.53
Fair	10	.23	.86
Ungraded	132	3.06	1.10
Total	4,314	100.00	100.00

(b) The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-room schools of the Province for the December term. Of these grades, only Grade IX forms a part of the intermediate division, but the inclusion of this grade in the one-room school is subject, as is that of Grades X and XI, to permission by the local inspector.

Number of one-room schools in Alberta offering instruction in Grades IX, X and XI:

	Year 1938	Year 1937
Grade IX	1,118	1,263
Grade X	252	324
Grade XI	44	89
Total	1,414	1,676

The total number of one-room schools offering instruction in Grades IX, X and XI (certain schools have more than one advanced grade) is 1,277.

II.—*Quality of Instruction in the Elementary Grades*

The elementary grades comprise Division I, Grades I, II, III; Division II, Grades IV, V, VI. The following brief statements summarize the findings of the inspectors on the character of the instruction in our schools with particular regard to the teachers' appreciation of the new objectives and the extent of their success in realizing them.

(1) *The extent to which "Enterprise Procedure" has been adopted.*

The enterprise technique is now almost universal in the rural schools as well as urban, and perhaps 60% of the teachers are successful in using it to good advantage in the integration and vitalization of the curricular activities of the schools. Recent Normal School graduates and teachers who have taken special courses evince the best conception and appreciation of the aims and methods of the enterprise procedure. Beginning teachers who have not attempted to apply the enterprise technique have experienced considerable difficulty in the direction and control of pupil groups, which is a fundamental condition to proper progress.

Generally, the enterprises attempted are those that have been outlined in Summer School courses, in school publications, or in the Programme of Studies.

(2) *The extent to which teachers are formalizing the enterprise technique.*

Some enterprises suffer from a lack of that intelligent directive influence, subtly and skilfully exerted by the teacher, that is so necessary if the enterprise is to possess an organic unity and become an educative experience for the child rather than a mere pleasant time-filling activity. Many of the older teachers have failed to grasp the importance of pupil activity in the enterprise, and are attempting to teach the programme by using prepared material obtained from supply houses under the name of enterprise material. Inadequate planning and a lack of suitable facilities, in many cases, account for teachers formalizing the enterprise technique.

(3) *The extent to which teachers are employing the older techniques.*

A few teachers who used the enterprise programme when it was first introduced, and who are now disposed to teach by the historic method, have done so because of inability to check achievements; they believe their pupils have not accomplished definite skills. Some teachers who have recently returned to the profession after an absence of years are totally unfamiliar with the enterprise procedures. Practically all classrooms employ the older techniques at least 50% of the teaching time. This is considered necessary in the skill subjects. Older techniques are used about one-fifth of the time spent on Social Studies, Elementary Science, Health Education and Art. One reason for this is that teachers are more certain as to the visible results of their teaching when the older techniques are employed; and another reason is the difficulty of obtaining reference, outline, library and other materials in sufficient quantity to enable them to depend wholly on the enterprise method in these subjects.

(4) *The reactions of pupils and parents.*

Good results of enterprise teaching are seen in those classrooms in which it has been handled in a businesslike manner; this is most noticeable in the last year of Division II and the first part of Division III. The pupils show capacity to generalize and draw conclusions of their own; they also show increased facility in expressing themselves orally, in reasoning, and accepting responsibility. In lower grades the children are more keenly interested in their work; co-operation rather than envy-engendering competition tends to make the schools happier places for all; rural pupils are less reticent about speaking in the presence of strangers.

Parents are rapidly coming to the position of ceasing to judge the school in terms of their own school experiences. The enterprise system is accepted by parents generally, and news reports of women's institutes and parent teachers' meetings indicate that the reaction is favourable.

(5) *The extent to which boards provide equipment for enterprise.*

Some boards who have been slow to provide materials for use in enterprise work had the legitimate excuse of financial difficulties, others considered the system revolutionary. In so far as finances permit, rural school boards have been quite generous in supplying materials for enterprise work. Before the introduction of our new course, owing to the discontinuance of the library grants, school libraries had become seriously depleted. Now gradually these libraries are being built up to at least minimum requirements with respect to reading material suited to the age and grade of the student personnel. Under the divisional boards a more liberal view is taken towards properly equipping the schools to carry out the enterprise technique.

(6) *Instruction in the New Course by Subjects.*

(a) **READING AND LITERATURE.**—In spite of good Normal School training and suggestions from inspectors, many teachers have great difficulty in distinguishing Reading from Literature. More time is probably spent on Reading than on any other school subject, but much of it is largely wasted. Literature should be taught from the point of view of appreciation, but in many cases little is done beyond the conventional reading lesson with the teacher listening and prompting with words over which the pupils stumble. Pupils receive profit from re-reading aloud by the teacher, or by someone who has obtained a proper degree of appreciation and can convey to others a like feeling. In some schools improvement of enunciation and expression in Oral Reading can be traced to the facility which children are developing in their oral work in enterprise and related activities. Too often teachers keep the entire class together in reading when it would be wiser to make two or even three divisions. To attain the suggested standards for speed and comprehension at the end of Division I, pupils need more easy supplementary material; literary material is not suitable for increasing skill in the mechanics of reading.

(b) **LANGUAGE**, including Writing and Spelling.—Thanks to the enterprise technique there is an improvement in language work, particularly in oral composition. The integrating of this subject

with others, and the preparation of reports on special studies assigned to the pupils are productive of worth-while results. The use of manuscript writing in Grades I and II is justified by the results; form and tidiness show much improvement. Teachers have to be restrained from hurrying the children into writing before the course calls for it. In the upper grades there is little, if any, improvement in writing. A teacher who is a beautiful writer creates an incentive through his example. A display of good work accomplished in ordinary day to day exercises and a periodical rating of writing according to the Ayres or other good scale can bring excellent results.

Spelling appears to be receiving less attention than in the past, and it is doubtful if the pupils' abilities to spell are improving. Spelling is too frequently considered as a subject rather than as an adjunct to facile expression through written means.

(c) **NUMBER WORK.**—If the quality of work in mathematics were directly proportional to the amount of time devoted to it, it would be in most cases excellent. By making the period too long, most teachers both reach and go beyond the point of diminishing returns. Only when teachers make use of testing material of a diagnostic nature and follow up their diagnoses with instruction in only those items of arithmetical knowledge which are required by the individual pupils will the sum total of the time spent on the subject be materially reduced and results, as a consequence, be measurably improved. The present course in Number Work is sound in its insistence that the knowledge of number should grow up with and out of the experience of the child. Meaningful activities and problems which are closely related to the child's experience are gaining greater student interest, but the less skilful teacher finds the proper interpretation of this objective difficult. The value of frequent repetition and objective teaching can not be stressed too strongly.

(d) **SOCIAL STUDIES.**—This subject is probably the most challenging of all; in it teaching, study-procedure and class-activity have improved most during the past two years. Pupil-interest in story material, historical investigation and geographic backgrounds is as a rule quite marked. Some difficulty has arisen regarding the continuity of the course where teachers have changed during the holidays. This difficulty, however, can be overcome in the Divisions. In schools where organization of the programme for Division II permits, teachers find the correlation of history and geography under Social Studies suggestive of other profitable correlations; Social Studies and Art, Social Studies and Health, Social Studies and Science. Selection of problems and projects has been adopted as a suitable classroom practice providing motivation to organized pupil-activity. Pretty generally in all schools organization on the basis of integration is attempted for the social activities part of the programme in Division I, so that formal lessons by subjects occur but rarely.

(e) **ELEMENTARY SCIENCE.**—Teachers appear reluctant to do much experimental work in science, though material is available in the school environment and in the community to make teaching more concrete. In general, nature study is less thoroughly undertaken than when this subject had its special place on the time-table.

Research on assigned topics, open forum discussions and comparison of conclusions resulting from observations are procedures which develop a scientific attitude in such schools as are receiving the proper supervision. This course is admirably adapted to enterprise procedures, and improvement in instruction lies in the direction of more out-of-doors observation and simple experimentation.

(f) **HEALTH AND PHYSICAL EDUCATION.**—More health instruction of a practical nature is needed in the way of personal cleanliness, school tidiness, proper heating and humidification, proper sanitation in outbuildings.

Physical training should be directed more to folk dancing, better posture and grace of movement, and more organized play in Division I. Many of our teachers take an active part in the Youth Training movement, and the school benefits from their added enthusiasm.

(g) **ART AND MUSIC.**—The enterprise work has resulted in a better type of Art Work. Pupils are commencing to express themselves in a wider range of media. Many who cannot easily use pencil and paints can quite effectively express themselves by means of cardboard, wood or scrap-book collections. The Art training thus appears to touch a larger group of pupils.

The school where little or no attention is paid to Music is rapidly disappearing. Teachers' qualifications in Music are improving. Some schools, however, have pupils of too wide a diversity in age and musical ability to attempt even the simplest songs. Owing to lack of radios in the schools, the benefits from the radio music lessons are as yet not appreciable. The Musical Festival movement has given an impetus to more effective teaching of Music in our schools.

III.—Quality of Instruction in Intermediate Grades.

A First Class certificate is now required for teaching high school grades, with some exceptions made in favour of teachers of long experience.

There are 325 teachers with second class certificates offering instruction in grades above the eighth. Practically all of these are bending their energies towards raising their qualifications to first class standing, by attendance at Summer School or through private study.

Nearly all teachers have met the requirements for special qualifications in one or two of the optional subjects of Grade IX. The number of those who still must take summer courses to qualify for teaching of options would probably not exceed 10%, including teachers from Saskatchewan and those who have returned to the profession after an absence of some years.

It has been necessary, in some cases where teachers were not qualified, to recommend that one subject of Grade IX or possibly two be taken by correspondence. In all such cases the student is urged to attend school and devote a portion of his time during school hours to the correspondence course.

Before giving his approval to the offering of Grade IX instruction in a rural school, the inspector makes it a condition that the necessary supplies, including the minimum of science equipment and sets of reference books, be provided by the school. Though

equipment is still far from satisfactory in quantity, great improvement in this regard has taken place since the inauguration of the new course three years ago.

Quality of Instruction in the Intermediate Grades, by Subjects.

(1) **ENGLISH.**—Teachers are now following procedures that will assure correct speaking and writing of English without special emphasis on formal grammar. Most teachers have Remedial English on the time-table, but too few have a definite programme planned other than the correction of pupils' errors in oral English as they are made.

In Literature, to an increasing extent, the emphasis is shifting from intensive treatment to the development of enjoyment in reading, and library appreciation. More provision is made for free reading. There is a pleasing prospect that a large portion of our present school population will continue to read literary works after leaving school.

(2) **SOCIAL STUDIES.**—While pedagogical intention is as yet rather better than execution, teachers, in the main, seem to have correctly appreciated the suggestions in this course. It will take time to inaugurate the new study-practice which lends itself to the exercise of inventiveness and initiative on the part of both teacher and pupil. With but few exceptions, teachers are willing and ready to adopt the new procedures advocated in the programme; older procedures in teaching History and Geography have been largely replaced by the newer aims and techniques associated with the Social Studies programme.

(3) **HEALTH AND PHYSICAL EDUCATION.**—Increasing attention is being devoted to group activities and organized games. Those teachers who have been fortunate enough to receive a special summer school course are doing very fine work, and receiving splendid encouragement from the general public. In the one-room schools facilities for Physical Education during the winter months are meagre. The health material seems to have considerable appeal and hygiene as applied to the school plant and personnel is becoming more practical.

(4) **MATHEMATICS.**—Some teachers endeavour to cover the courses too rapidly. Skill in mechanical work is often developed at the expense of careful mathematical thinking and reasoning. The new texts offer a much improved integrated course, and where the purpose is appreciated the instruction is satisfactory. More emphasis is required on terminology, fundamental concepts and relationships, and general principles in order to give comprehension to mechanical processes.

(5) **GENERAL SCIENCE.**—Some of the greatest gains attributable to recent improvements of our educational system and programmes are in this field. Science is being taught more for the subject itself than formerly. There seems to be awakening an attitude of enquiry, and some inclination to appreciate the language of the subject, its brevity, terseness, and means of presentation in diagrams. As in the elementary schools, there is insufficient experimentation and not enough relation to environment.

(6) **MUSIC AND ART.**—Not only is the quality of instruction in Music definitely improving, but many students who previously never took part are completely free from self-consciousness in doing so now. Rote singing in chorus dominates the activity, but some progress is being made in Music appreciation, although sources of good music are restricted in many schools. Theory is conscientiously taught in Grade IX, but is often too advanced for those who have had no such training in elementary grades. Many schools now have gramophones and selected records.

The present course in Art is much more suitable for the average student than the former course, since it opens possibilities for work beyond mere pencil, pen and colour work in which many pupils never showed much interest or ability. An attempt is being made to develop in the pupils the ability to enjoy beauty in all phases of life.

(7) **THE OPTIONAL SUBJECTS.**—There is little evidence of a tendency to slight the optional subjects in favour of the examination subjects, and in the great majority of schools the optional subjects of Grade IX receive a fair share of the teachers' time and attention. Dramatics is not well suited to the average one-room school, since it requires a considerable amount of time, a reasonably large group of pupils, and some special equipment not usually available in the average classroom. The most popular options in the one-room school are Art, Bookkeeping or Farm and Home Accounting, Dramatics, and possibly Typing. Pupils are keenly interested in the options selected; the novelty of them is attractive, and the large amount of handwork and manual skill involved is challenging.

D.—The New Courses in Grades X and XI.

Teachers generally agree that the present Grade IX examination with its system of categories is highly diagnostic and selective. The average pupil, therefore, who passes with a standing of A or B is able to adapt himself readily and properly to the Grade X course. Teachers complain that the context of Grade IX Mathematics should be strengthened as it now appears to afford an insufficient foundation for the courses in Grade X, particularly Algebra. Pupils commencing a foreign language are found to be weak in grammar.

Except in city schools, few students passing with C standing find it expedient to repeat Grade IX. In one large city school 70% of the C students are repeating the Grade IX course. In rural schools, since only a limited number of subjects of Grade X is available to them in any case, they continue with the subjects allowed. Those who expect to complete an academic course usually prefer to take advantage of the "bridging" subjects, such as General Mathematics, rather than mark time for another year for the same purpose.

The chief fault in the recommendation system in Grade X is, of course, the difficulty of maintaining uniform standards in so many varieties of schools staffed with teachers of different degrees of experience and teaching skill, and subject in many cases to the influence of local pressure. In the town schools the system has proved satisfactory. The rural teachers, however, have expressed a desire for some form of standardized achievement tests to supplement their own records on which they base their recommendations

to the Examinations Board. Such a procedure would strengthen their hands considerably and relieve them of pressure which parents might otherwise try to apply to secure the recommendation of undeserving students.

The only course in Grade XI presenting undue difficulty is Social Studies. The course is long, and the authorized reference books contain the material in very diffuse form, so that the teachers find it difficult to organize. Pupils enjoy current events and find applications to present day problems in the history of European nations.

Literature is quite heavy as compared with that taken in Grade X, but the composition course is proving eminently satisfactory. Some teachers find the prescribed time for English too short to meet the requirements of their students in diagnostic and remedial instruction.

The qualifications of teachers offering instruction in Grades X and XI have improved. Almost all teachers have taken some courses beyond Grade XII, and many now have a University degree or have made measurable progress in their undergraduate studies.

Some of the beneficial effects of the regulations limiting the number of subjects in which teachers in small schools may offer instruction are:

(1) Parents, rather than allow their children to take a half-course in a rural school, now make arrangements to have them attend a good high school.

(2) Pressure has been removed that formerly compelled teachers to attempt more work than they could reasonably accomplish.

(3) Subject matter is now definitely covered by pupils—not merely “tried”; the quality of instruction has improved.

(4) Correspondence courses have replaced the superficial coverage attempted by an overworked teacher or a too ambitious pupil.

(5) The Divisions have found it desirable to establish more central high schools and to make presently established high schools available to increasing numbers of deserving students.

Undesirable effects of this limitation are these: it imposes a penalty upon the bright and above average pupil in the rural school, and upon the parents in poor circumstances who cannot afford to keep their children in high school for five or six years; students who have insufficient work to do may form habits of indifference prejudicial to their future advancement; questions of discipline arise where pupils have too much time on their hands; limitation of subjects tends to wipe out the distinction between the three categories of pupils, since a differentiated course can not be offered in the small school; some students become discouraged and discontinue their education.

*E.—School Fairs, Fall Conventions, Teachers' Institutes,
Musical Festivals, Sports Days*

I.—Statistical.

The following table shows the number of School Fairs, Musical Festivals, Teachers' Conventions and Institutes and Sports Days

reported by the inspectors throughout the Province. The figures do not include the returns for Edmonton and Calgary:

Schools Fairs	97
Musical Festivals	38
Teachers' Conventions and Institutes	27
Sports Days	46

In addition to the above a Dramatic and Choral Speech Festival was held at Claresholm, a play competition at Lanfane, and an Oratorical Contest at Alsask.

II.—*Educational Value of the School Fair and Musical Festival.*

School Fairs continue to fill a need in rural communities by stimulating interest in some phases of farm life and strengthening the bond between the home and school. The stimulus given to school work is well worth while; teachers have an opportunity to see some of the work being done in neighbouring schools and to make the necessary adjustments in standards of work to be expected.

Since the inception of the Musical Festival the musical and dramatic work in our schools has improved. More people now derive enjoyment from listening to good music and from participation in community choruses and dramatics. Teachers who took part in festival work as pupils are now taking part in the training of pupils for festival work. The teachers are better prepared to teach the music course and to take a leading part in community music as a result of the training they have received in preparing their pupils for the competitions. Constructive adjudications are highly educational to both teachers and pupils. Some of the inspectors express grave doubts as to the ability of the school to carry all the responsibilities now being thrust upon it. Pupils and teachers must rest and sleep, and many good things for the educational diet must be refused simply because we have reached our capacity. Owing to the high cost of school festivals, not only in money but in time, it is the considered opinion of some that the benefits derived from Festivals are by no means commensurate with the effort and money expended.

F.—Additional Features Deserving Mention

Radio.

During the past year radio service to schools has made rapid progress. A small proportion of the schools have a radio available for receiving educational broadcasts. These broadcasts last about thirty minutes at a suitable time during the school day, and cover health, drama, music, social studies and primary work.

Visual Education.

In a number of instances the Divisional Boards sponsor a projection machine circuit. The reels are of educational interest obtained from the Department of Extension. Some schools have purchased a projector, either of the silent variety or otherwise, and make judicious use of it in the classroom as circumstances permit.

Health and Music Supervision.

Mention has been made elsewhere in this report of the steps taken by the Divisions to conserve the health of the school children through periodic examination, including inoculation and vaccina-

tion. Many localities have engaged the services of a Music Supervisor, who visits each school at least once in two weeks and spends about thirty minutes with each teacher. This has resulted in a definite improvement in all classes of choral work.

Shop Work.

The extension of Shop and Home Economics classes in the rural schools is commendable. These subjects are being taught in some schools by a co-operative scheme whereby two teachers, one a lady and the other a man, give instruction in three or more adjacent schools, or at well chosen centres.

SUGGESTIONS AND RECOMMENDATIONS

The following recommendations appear in inspectors' reports for the year 1938:

Financial:

That a portion of all school grants be made payable only as library grants.

That grants be made for free medical and surgical service to the schools.

That newly-organized school districts receive a minimum grant of \$600.00 per annum for the first two years of operation.

That a portion of income tax, taxes on liquid assets, luxury taxes and amusement tax be diverted to the support of education.

The Larger Unit of School Administration:

That divisional boards be given the privilege of collecting their own taxes.

That payment of requisitions in full be enforced by the Government.

That the Department of Education appropriate 50% of the arrears of taxes collected by the Department of Municipal Affairs and the various Municipal Districts to finance the building of new schools and remodelling old structures.

That van grants paid to Divisions be on the basis of 50% of the cost, irrespective of the distance travelled and the number of students conveyed.

That ballots in divisional elections have a counterfoil so that the ballot may be more truly secret.

That no candidate for the office of divisional trustee act as deputy returning officer at a local poll.

That the local secretary-treasurer of a school district within a School Division be paid a \$10.00 salary by the divisional board.

That the system of proportional representation be used for the election of trustees to divisional boards.

That ballots used in school district polls be marked with an X.

That loans, payable over a term of years, be made to School Divisions to clear off arrears of salaries and other liabilities.

That in the Divisions ratepayers be allowed to work out arrears of taxes by doing repair work to schools.

School Organization and Curriculum:

That Forms E.I. 24 and Form 31E be enclosed in registers sent to town schools.

That Sections 190 (b) and 250 (b) of The School Act be amended to allow school boards to provide for children of pre-school age.

That if a teacher resigns at a time other than that permitted by The School Act he shall forfeit an amount of fifty dollars to the school board.

That The School Act be amended so as to provide tuition for students in Grade XII on the same basis as in other high school grades.

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

Interest in the practical phases of education during the year 1937-38 in Alberta has been well maintained, particularly so far as the technical schools, commercial schools, general shop and home economics are concerned. Considerable time has been devoted during the year to re-vamping the commercial, technical, general shop and home economics courses of studies to bring them in line with the general reorganization taking place in the schools of the Province. Many school districts have been visited and school boards and officials conferred with on the matter of introducing instruction in general shop and home economics in their schools. A teacher training course for general shop teachers was conducted at the Institute of Technology and Art during the year with an enrolment of 14 teachers. Attendance at the Institute of Technology and Art was well maintained, and a good year's work was accomplished. Evening classes are on only a fairly satisfactory basis. The cities of Calgary and Edmonton carried their usual programme, but both inside and outside these centres considerably more work might have been done. On the whole, the range of activities of the Director of Technical Education and the increase in the mass of details involved in contacting the many centres offering instruction in practical subjects make it impossible for one man to do adequately or properly what is really required of him. This condition is being remedied to some extent by the appointment of Dr. A. B. Currie as High School Inspector with responsibility for the supervision of the commercial schools. Dr. Currie is eminently fitted for this responsibility, and it is with great satisfaction that the Director relinquishes these duties.

During the year the whole problem of the commercial school was carefully canvassed. The policy of integrating the programme with that of the regular high school was followed, and changes were made to broaden the opportunity for general education to students following the commercial programme. The old programme was conspicuously restrictive and narrow in its general educational value. Several subjects which have held traditional places in commercial programmes have been displaced; such as spelling, penmanship, salesmanship and advertising. These subjects, of course, will continue to receive attention, but not as formal subjects, except where

remedial treatment is necessary. While bookkeeping still retains its preferred position, there are grave doubts of a legitimate nature whether three years of high school students' time should be devoted to this subject for credit purposes. Many feel that a good general education with an elementary knowledge of business transactions is adequate for a young person entering a business house as a book-keeper. There is such a variety of systems, thoroughly formalized, used by different business houses that even the best students in the old stereotyped business schools start from scratch in learning procedures. In all the schools offering commercial work in the Province, with the exception of Edmonton, it is now possible for a student to get service within his own school in subjects of general value outside the regular commercial programme.

The technical school programme has been simplified to make general science and general mathematics more generally applicable than merely to technical students. The content of such subjects as science for girls, physiology and hygiene and mathematics for girls is being incorporated in other regular high school subjects, and duplication is thus avoided. The content of the shop and laboratory subjects remain much as they were. As in the case of the commercial subjects, the general policy being followed is that of incorporating the technical school advantages with the other phases of the high school programme in such a way as to widen the range of choice of subjects within the high school. This materially broadens the range of influence of the shops and the home economics laboratories. Again, with the exception of Edmonton, this inter-relationship of the high school departments is actually in operation within the Province.

There has been a complete reorganization of the general shop and the home economics programmes for the Intermediate and the High School. The new programme makes no specific requirements other than that of providing facilities for offering manipulative or shop experience with any medium or media in which the student is required to work to the maximum of his ability. No programme can be devised that would meet the peculiarly varying conditions of the factory, the farm, the mine or the home with which the programme should contact. A careful survey of a specific problem to be worked out by a student will be made by the instructor before a project is passed as within the ability of the student. The student will be required to analyze mentally the project into its constituent parts and to lay out his work in the form of a shop sketch with an estimate of materials required and costs. These details will constitute the note-making aspect of these subjects as evident that the problem has been thought through before material and tools are brought into use. The teacher becomes in this way the director, and any project within the range of the shop and the ability of the student is legitimate. Community projects, particularly those within the life of the school, are made essential. An attempt is being made to have these shops much more closely inter-related to the life of the school. Some excellent work is being done in some schools where the teacher has caught the vision of the possibilities of these subjects.

A few schools are teaching needlework and still fewer are selecting mechanical drafting as options. There were during the year 25 centres offering General Shop, 20 offering Home Economics.

10 Mechanical Drawing and 11 Needlework at the Grade X level. At the Grade IX level and lower, there were 46 School Districts teaching General Shop and 52 Home Economics. In all, there were 332 schools in Alberta giving instruction in Typewriting.

The Technical Institute has had a good year. The following table gives the statistical enrolment record. In all, 1,159 persons received service, 1,112 directly and 47 indirectly through the Banff Summer School in Art. In addition, about 60 were served in special courses in Art of two weeks' duration, conducted at Lethbridge and Vegreville in co-operation with the Extension Department of the University of Alberta. The acetylene welding department is conducted in close co-operation with the Canadian Liquid Air Company, and over 100 practical welders came in during the winter to take refresher courses and to become familiar with the newer developments taking place in the art of welding with gas.

Of the 498 longer term students in the day classes during the year, 174, or 34.8%, registered as having their homes in Calgary, and 324, or 65.2%, as from outside Calgary. Manitoba contributed 1 student, British Columbia 14, Saskatchewan 12, Montana and Iowa 1 each. The average age of the student body (long course students) was 21 years, and the average school grading on admittance was Grade X. There were 157 men from the Province securing service through the medium of the mails: 110 in steam engineering, 40 in mining, and 7 in mine surveying. Two hundred and three persons were served through the medium of the technical evening school programme.

TABLE OF ENROLMENT

In the Summer School programme for teachers there were 137 enrolments of teachers, 94 in General Shop, 32 Foods and Sewing, and 11 in Sewing only.

The spirit of the school has been good. The students are organized to provide opportunity in a large variety of extra-curricular activities. Each member of the staff had an official association with each student committee. A literary programme was put on nearly every Wednesday afternoon during the winter. Community singing was a feature of each programme. The Annual Banquet of the Institute was held on February 4th with about 550 present. It was a most successful function, climaxing the extra-curricular activities of the year. The Dramatic Club and the Institute orchestra co-operated in an attractive programme. Athletics were well organized to conduct basketball, volley ball, hockey, soft ball, tennis. A wrestling and boxing club was active during the winter, while a strong girls' organization called the Iota Club looked after the social life of the girls. Social evenings, in which dancing was the chief attraction, were organized once every month. In addition, there were conducted a chemical club, a model aeroplane club and a discussion club on public affairs.

In all, 58 diplomas were issued—4 in Aeronautics, 2 in Fine Art, 17 in Automobile Mechanics, 1 in Building Construction, 10 in Dressmaking and Millinery, 19 in Industrial Electricity, 3 in Geology and Prospecting, 1 in Machine Shop Practice, and 1 in Survey Drafting.

More students received employment because of their training than for many years. There was a conspicuous improvement in this respect, particularly from the Automobile Department. The Institute is growing in favour with the employer. The very finest co-operation continued with the machine distributing companies in Calgary, under which practically any machine the companies possessed was at the disposal of the Institute. The International Harvester Company and the Caterpillar Tractor Corporation were particularly helpful in supplying excellent demonstration material in the nature of talking films and charts. The large automobile and electrical distributing companies were equally cordial in their co-operation, which was most highly appreciated.

As was stated above, the status of the Adult Education programme through the medium of the Night Class is only fair. Much more might be done if it were possible to visit more regularly different school boards. In the case of classes for Steam Engineers and Coal Mining officials, the Institute furnishes instructional material. In other subjects the material has to be organized by the instructors. In all, 1,595 persons enrolled for evening class instruction in Alberta, receiving 51,471 student hours instruction in 45 classes. This can be made much stronger, and should be.

REPORT OF ATTENDANCE BRANCH

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE

During the year 1938 the Attendance Branch of the Department dealt with the enforcement of the School Attendance Act and the operation of schools throughout the Province.

The number of "Warning Notices" issued during the year was 1,843, and the following table indicates the results of these "Warning Notices":

Returned	1,438	Poverty	10
Not Returned	147	Distance	7
Sick	32	School closed	1
Removed	51	Exempted (S.S. 2 of 6)	1
Over or under compulsory school attendance age	15	Non-resident pupils	2
		Outstanding	139

There were 127 cases referred to school inspectors for investigation and prosecution. The following table indicates the findings of the inspectors:

Convicted and fined or suspended sentence	20	Over age	1
Cases dismissed	8	Poverty	3
Cases withdrawn	2	Exempted (S.S. 2 of 6)	1
No action:		Further attention	3
Returned	23	Non-resident pupil	1
Sick	3	Outstanding	60

In the city and town schools The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 107 "Warning Notices" issued by the attendance officers, resulting in twelve prosecutions and six convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 440.

The average monthly percentage of attendance for the year ended June 30, 1938, was 89.5. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 92.13, which is an increase of 1.52% over the preceding year. Returns from town, village and rural schools show that of the pupils enrolled 70.98% attended more than 160 days, which is an increase of 6.07% over the previous year.

The number of pupils enrolled in all grades during the year ended June 30, 1938, was 166,664, while for the preceding year it was 167,950. In 1937 the percentages of enrolment are shown to have been 82.14 in the elementary grades and 17.86 in the secondary grades; while for 1938 the percentage of enrolment in the elementary grades is given as 81.72 and in the secondary grades 18.28.

OPERATION

The number of school districts operating under local boards during the year 1938 is shown to have been 2,115, and under divisional boards 1,245. Under the former classification the records show that 62 school districts provided education for their children under Section 131 of The School Act. In 24 school districts under this heading there were no school buildings to permit operation. In the case of four districts there were no children to provide for, hence the school districts were placed under The Educational Tax Act. In the case of four districts the schools were closed at the end of the year for want of teachers, while in the case of fifteen districts there were no children for whom to provide educational facilities.

Of the 1,506 school districts within the 22 school divisions that were in operation throughout the year 1938, 1,245 districts operated. In two new districts school buildings had not been completed to provide for operation during the year 1938. In 62 school districts there were no children to be provided for, hence no need of operation, while in the case of 195 school districts the children were furnished with education in other schools within the division or in the schools of adjoining districts by arrangements made by the divisional board in accordance with Section 131 of The School Act.

The number of school districts erected during the year 1938 was 33. Seven of these were in divisions, and four of them operated schools during the year. Of the remaining 26 districts, seven operated under local school boards before the end of the year.

The following table will indicate a comparison between conditions during the year ended June 30, 1937, and that which ended June 30, 1938. It reveals the fact that the average monthly percentage of attendance shows an increase of 1.29% from the preceding year, the average monthly percentage of attendance being 89.5. The percentage of schools which operated more than 160 days shows an increase of .4% from that of 1937, the percentage being 99.3.

	1937	1938
Total enrolment of pupils	167,950	166,664
Number of school districts operating	3,542	3,591
Number of rooms operating	5,935	6,034
Average monthly percentage of attendance	88.21	89.5
Percentage of total enrolment in High School Grades	17.86	18.28
Percentage of schools in operation which operated more than 160 days	98.9	99.3

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

It is now twenty-five years since this Branch began its career of service to the children, school boards and teachers of the Province. This anniversary year has seen a long time objective reached and exceeded by a long way—the most complete range of stock carried thus far and the issue of a series of six catalogues complete in every detail so far as the books listed either as required or reference is concerned, modern in arrangement, adequately illustrated, and containing sufficient descriptive matter to enable a potential customer to know beforehand exactly what he is buying.

For many years we have looked forward to the day when we should have in stock every book which a school might ask for, and to the time when the year's business might reach a turnover of a quarter of a million dollars. The stock has increased until it has reached a grand total of approximately three thousand titles—and last year's business exceeded the objective by twenty-five thousand dollars. The management and staff of this Branch are very grateful to all their friends throughout the Province, and feel that this continued and increasing support constitutes a definite challenge to serve still more efficiently in the years ahead.

Of course, this growth in volume (the business has doubled during the past three years) is due in large measure to the far-reaching changes resulting from the complete curricula revision. With the completion of the new Grade XII course this work will be finished, and the general list of text-books will remain unchanged for a period at least.

One of the most interesting developments of the year was the distribution of large numbers of books to rural school libraries through the progressive policies of the recently created divisions or large units. Orders for fairly large shipments were received from practically every one of the twenty-two operating, and the books thus made available have not only increased the effectiveness of the teaching, but added greatly to the pleasure of the young people far removed from any library service other than that provided by the school. The divisions have had the advantage of the best quantity prices, and in addition have been granted the 15% discount ordinarily granted to retail distributors.

The following facts selected at random may prove of interest to some readers. The pupils of Grade VII, the first year of the Intermediate school, have absorbed the largest number of books, viz., 85,386 volumes, at a cost of \$66,070.30. The first high school year required 50,784 books for its needs, the retail value of which amounted to \$51,538.55. Nearly half a million volumes of those sold were produced in Canada, most of them being of Canadian authorship.

ELEMENTARY SCHOOL					
Grade	Volumes	Retail Value	Grade	Volumes	Retail Value
I	19,923	\$ 6,737.70	IV	13,551	\$ 5,421.70
II	13,386	4,930.05	V	13,030	4,756.25
III	7,968	3,141.65	VI	10,005	9,090.65
INTERMEDIATE SCHOOL					
VII	85,386	\$66,070.30	IX	33,752	\$28,108.75
VIII	20,574	14,899.05			

DEPARTMENT OF EDUCATION

HIGH SCHOOL					
Grade	Volumes	Retail Value	Grade	Volumes	Retail Value
X	50,784	\$51,538.55	XII	12,894	\$11,470.10
XI	14,111	6,945.65			

COMMERCIAL SCHOOLS

14,418 volumes	Retail Value	\$15,096.75
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DICTIONARIES, ENGLISH, FRENCH, GERMAN, ASSORTED

4,018 volumes	Retail Value	\$ 2,343.40
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TEACHERS' HANDBOOKS ON VARIOUS AUTHORIZED TEXTS AND
REFERENCE BOOKS

14,330 volumes	Retail Value	\$17,374.70
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This office is charged with the responsibility for the distribution of the Readers used in the elementary school, known as the High-roads to Reading Series. During the year the following books have been distributed:

Primer	5,096	Book IV	4,122
Book I	5,410	Book V	3,573
Book II	7,966	Book VI	4,409
Book III	6,384		

This means that approximately 37,000 readers were required to supply the needs of the children during the school year, 1937-38. These readers were distributed to school boards for use in the schools at the expense of the Government.

The Mail Order Department's business, in reference and library books, has increased very considerably, and the demand for the books we catalogue and carry in stock has not been confined to Alberta. Business comes from all parts of the Dominion, due to the fact that this Branch probably has the most up-to-date and complete educational list available anywhere in Canada. Practically all the educational institutions in the Province find it to their advantage to procure their books through this Branch.

It is the policy of the Government to furnish the service given by this Branch at cost, and it is the policy of the Branch to co-operate with every educational agency to the end that the young people in this Province may have the greatest opportunity which it is possible for us to provide.

REPORT OF SCHOOL BUILDINGS BRANCH

(H. KINGHAM, *Building Inspector*)

School building work done during the year 1938 shows an increase in value of \$116,659.04 over that done during the year 1937. The number of jobs also shows an increase of 47 over 1937.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1938 were as follows:

STANDARD DEPARTMENTAL PLANS		Quantity	Cost
Schools erected by voluntary effort, with in most cases a special grant of \$150.00:			
Log plans		23	
Frame plans		13	
Teacherages, Barns, etc., erected by voluntary effort		7	
Erected by voluntary effort with partial capital expenditure:			
Log plans		1	\$ 92.10
Frame plans		2	3,100.00
Residences, Barns, etc.		10	1,586.01

Erected by regular contract:

One-room schools:		
AN-9—non-basement, frame	1	383.55
CNS-2—full basement, stucco	3	9,567.75
CW-12—full basement, stucco	1	3,069.22
CS-16—full basement, stucco	2	7,627.00
CS-18—full basement, stucco	2	5,518.54
CW-20—full basement, stucco	3	9,588.80
BE-8—full basement, stucco	1	2,185.71
BW-14—full basement, stucco	1	1,700.00
SN-1—non-basement, stucco, low cost frame	1	1,375.00
SN-1—non-basement, siding, low cost frame	6	8,186.90
SS-7—non-basement, siding, low cost frame	1	1,122.75
SW-5, non-basement, stucco, low cost frame	4	5,928.00
SE-3—non-basement, siding, low cost frame	3	3,720.00
SE-3—non-basement, stucco, low cost frame	1	1,625.00
NE-2—full basement, siding, low cost frame	1	1,950.00
S-3—non-basement, siding, low cost frame	1	1,420.00
S-3—ful basement, stucco, low cost frame	2	2,075.00
N.W-1—full basement, stucco, low cost frame	1	4,300.00
Two-room schools:		
EW-1—part basement, frame	1	4,890.00
EW-1—none-basement, frame	1	2,737.23
ES-28—full basement, frame	1	7,745.65
Teacherages	4	1,895.33
Barns, sheds, etc.	13	3,221.67

SPECIAL DEPARTMENTAL PLANS**Erected by regular contract:**

One-room addition, frame, non-basement	1	2,345.00
One-room addition, frame, full basement	1	3,275.00
Small additions, alterations, etc.	4	1,988.73

ERECTED UNDER SPECIAL ARRANGEMENTS APPROVED BY DEPARTMENT

Special Departmental plans:		
Small low cost frame plan, frame	1	494.26
One-room additions, frame	5	8,831.74
Classroom and science room addition, frame	1	3,320.27
Two-room addition, full basement, stucco	1	5,089.65
Plans prepared outside Department:		
One-room schools, full basement, insul brick	2	7,200.00
One-room addition, basement, frame	1	3,510.91
Two-room school, science room, basement	1	6,800.00
Two-room school, basement, insul brick	1	5,600.00
Four-room addition, brick, wood joists	1	12,150.00
Twelve-room school, frame and stucco, basement, science room, library, etc.	1	17,774.45

PLANS PREPARED OUTSIDE DEPARTMENT

One-room school, frame, temporary	1	1,300.00
One-room schools, full basement, stucco	3	7,807.00
One-room addition, frame, air conditioning	1	5,260.17
One-room addition, basement, frame	1	2,100.00
Two-room schools, frame, stucco, basement	6	30,116.46
Three-room school, frame and stucco, basement, gymnasium, etc.	1	15,029.00
Five-room school, frame, stucco, basement, science room, library	1	12,394.00
Teacherages	2	1,178.25
Small additions, renovations, etc.	13	4,816.37
Basement and Heating	5	3,937.52
Re-building school auditorium	1	2,185.45

SUMMARY

School buildings destroyed by fire	7	
Buildings erected by voluntary effort	43	
Schools erected partly by voluntary effort	13	\$ 4,778.11
One-room schools built by regular contract	39	80,450.22
Two-room schools built by regular contract	9	42,489.34
Large schools built by regular contract	2	27,423.00
One-room additions	4	12,980.17
Small additions, alterations, etc.	17	6,805.10
Residences, barns, etc.	19	6,295.25
One-room schools erected under special scheme	3	7,694.26
Two-room schools erected under special scheme	2	12,400.00
Twelve-room school erected under special scheme	1	17,774.45
One-room additions erected under special scheme	7	15,662.92
Two-room additions erected under special scheme	1	5,089.65
Four-room addition erected under special scheme	1	12,150.00
Basement and Heating	5	3,937.52
Re-building school auditorium	1	2,184.45
TOTALS	124	\$258,114.44

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors and Secretaries of School Districts and School Divisions:

During the year 1937-38 there were 6,034 rooms or departments in operation in 3,591 School Districts, with an enrolment of 166,664. Of this enrolment, 54,131 were in the rooms of 58 city and town schools, 6,549 in 18 separate schools, and 32,769 in the rooms of other graded schools.

During the year 1936-37 there were 55,134 in the city and town schools, 6,401 in separate schools, and 39,153 in the rooms of other graded schools. The number of pupils in rural graded schools outside of Divisions was 10,458. During 1937-38 there were 6,757 in 226 rooms in 60 consolidations. There were 73,215 pupils in 3,032 one-room schools. During the first week in January of 1938, 11 Divisions that were established the previous year commenced operation, bringing the total number of Divisions in operation to 22.

The number of secondary grade rooms in operation at June 30, 1938, including Technical and Commercial rooms, was 744, being an increase of 17 over the previous year. There were 382 rooms in which both elementary and secondary grade work was conducted, an increase of 25 over last year.

During the year 99.3% of the schools in operation, operated over 160 days, and the average numbers of days schools operated was 196.09. The average monthly percentage of attendance was of the monthly enrolment, 89.50. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12 grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22

The percentage of pupils enrolled in Grade I in the year 1938 has decreased .33% from the previous year, while the percentage of pupils in Grades VII to XII has increased .04%. The percentage of enrolment of secondary grade pupils now stands at 18.28%, an increase of .42% over last year.

The percentage distribution by grades, of pupils leaving school at the age of 15 years, since 1919 is as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919	2.23	2.33	2.18	4.89	7.79	12.90	29.09	24.59	8.45	3.11	2.02	.42
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-Jun. 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.46
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
Average for 20 yrs	.44	.57	1.43	2.98	6.49	10.92	19.37	32.49	16.22	6.56	2.16	.37

The average number of days of operation in ungraded schools was 196 and in graded schools 196.59. The policy of paying assessment grants for the maximum of 200 days per year is of great assistance to the smaller districts, enabling them to operate for the full ten months of the year.

The establishment of the large division is also a factor in the increased length of the school year. In 1938 the cost of operation per pupil per day was .358 cents as compared with .421 cents in 1927, a decrease of 14%. In the same years, the percentage proportionate of total attendance to average attendance has increased from 75.22 in 1927 to 81.10 in 1938, an increase of 7.25%. The general lowering of teachers' salaries has been an important factor in the decreased cost of operation, but salaries are slowly increasing again.

During the year 1937 there were 5,935 rooms in operation and 6,130 teachers employed. In 1938 the number of rooms in operation was 6,034, and the number of teachers employed 6,173.

DEPARTMENT OF EDUCATION

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1928	Percent. of Enrolment	No. of Pupils June 30, 1937	Percent. of Enrolment	No. of Pupils June 30, 1938	Percent. of Enrolment
I	27,954	17.57	24,386	14.52	23,660	14.19
II	18,505	11.63	17,689	10.54	18,488	11.10
III	18,687	11.75	16,972	10.10	17,478	10.49
IV	18,201	11.44	16,577	9.87	16,456	9.88
V	17,339	10.90	16,850	10.03	16,192	9.71
VI	15,606	9.81	16,374	9.76	15,685	9.41
VII	12,802	8.05	15,145	9.03	15,017	9.01
VIII	11,774	7.41	13,925	8.29	13,214	7.93
IX	8,432	5.29	10,798	6.43	11,306	6.78
X	5,087	3.20	8,506	5.06	7,855	4.71
XI	3,455	2.17	6,426	3.82	6,501	3.90
XII	1,244	.78	4,293	2.55	4,812	2.89
Totals	159,086	100.00	167,950	100.00	166,664	100.00
Elementary Grades	140,868	88.56	137,927	82.14	136,190	81.72
Secondary Grades	18,218	11.44	30,023	17.86	30,474	18.28

Private School pupils are included in the totals for 1928, but are not included in the totals for 1937 and 1938. The percentage of pupils in Secondary Grades has increased .42%.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled	93,449	73,215
Aggregate days attendance of pupils	15,482,581	11,062,694
Daily average attendance of pupils	78,463.75	56,698.80
Percentage of attendance of total enrolment	83.96	77.44
Average number of days attended per pupil	165.68	151.10
Average length of school year	196.59	196.00
Classification: Grade I	10,897	12,763
Grade II	9,238	9,250
Grade III	8,756	8,722
Grade IV	8,238	8,218
Grade V	8,298	7,894
Grade VI	8,080	7,605
Grade VII	7,866	7,151
Grade VIII	7,444	5,770
Grade IX	7,363	3,943
Grade X	6,669	1,186
Grade XI	5,917	584
Grade XII	4,683	129
Total Attendance	93,449	73,215

The percentage of attendance in Graded Schools and in Ungraded Schools has increased 1.7% and 2.68% respectively over last year. The average length of school year has increased 4.65 days in Graded Schools and 6.46 days in Ungraded Schools. This is due in a large degree to increased operation in the new Divisions. Ungraded schools are one-room schools and are for the most part rural.

TABLE 3
AVERAGE AGE OF PUPILS

Grade I	7.19
Grade II	8.31
Grade III	9.39
Grade IV	10.43
Grade V	11.42
Grade VI	12.33
Grade VII	13.28
Grade VIII	14.16
Grade IX	15.10
Grade X	16.05
Grade XI	17.14
Grade XII	18.06

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	251	.15
6 years	6,602	3.96
7 "	14,992	8.99
8 "	16,376	9.83
9 "	15,810	9.49
10 "	15,797	9.48
11 "	15,493	9.30
12 "	15,684	9.41
13 "	15,647	9.39
14 "	15,136	9.08
15 "	12,868	7.72
16 "	9,132	5.48
17 "	6,313	3.79
18 "	3,908	2.34
19 "	1,673	1.00
20 "	640	.38
21 years and over	342	.21
Total	166,664	100.00

Of the pupils enrolled, 13.20% are over the compulsory age limit of 15 years

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE LAST BIRTHDAY--ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1938
(July 1st, 1937, to June 30th, 1938)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot
Grade I	Boys	119	3291	5558	2309	721	275	129	66	45	26	19	6	1					12565
	Girls	130	3205	5117	1779	468	178	88	57	25	19	14	7	4	3	1			11095
Grade II	Boys		46	1904	4169	2140	768	292	157	69	38	19	8	1				2	9614
	Girls	1	58	2213	4065	1661	528	175	98	47	20	2	3	1	2	1			8874
Grade III	Boys			89	1660	3539	2023	866	414	176	71	38	9	3	2				8891
	Girls	1		96	2180	3609	1625	598	241	123	59	38	12	2	2				8587
Grade IV	Boys		2	8	75	1524	3322	1850	923	391	195	82	27	6	2				8326
	Girls			7	135	1915	3322	1608	657	291	120	60	11	3	1	1			8130
Grade V	Boys				1	86	1562	3038	1792	1012	475	162	32	7	2				8169
	Girls			3	3	142	1909	3174	1606	738	289	134	20	7	1				8023
Grade VI	Boys				3	148	1416	2792	1954	1127	446	91	20	4					8002
	Girls				2	206	1835	2989	1588	1718	259	71	12	2	1				7683
Grade VII	Boys					3	168	1512	2711	1932	1004	241	46	4				1	7622
	Girls				8		228	1879	2806	1621	674	149	26	4					7395
Grade VIII	Boys						11	178	1408	2388	1575	617	185	22	4				6388
	Girls						15	296	1730	2739	1460	473	92	15	5				6296
Grade IX	Boys							10	193	1218	1218	2017	1248	454	126	23	7	3	5299
	Girls							17	17	182	1625	2327	1192	409	97	17	5	4	6007
Grade X	Boys							2		18	182	951	1291	728	266	76	35	7	3554
	Girls									10	244	1213	1608	790	312	77	32	15	4301
Grade XI	Boys									8	8	146	641	1064	663	252	99	40	2913
	Girls									22	22	192	1035	1192	721	287	89	50	3558
Grade XII	Boys											17	127	502	701	407	161	106	2021
	Girls											19	213	759	955	521	211	113	2791
Totals by Sex	Boys	120	3337	7559	8214	8013	8021	7770	7844	7977	7660	6476	4338	3016	1793	764	303	159	83364
	Girls	131	3265	7433	8162	7797	7776	7723	7840	7670	7476	6392	4794	3297	2115	909	337	183	83300
*Grand Totals			6602	14992	16376	15810	15797	15493	15684	15647	15136	12868	9132	6313	3908	1673	640	342	166664
Began Grade I during the year	Boys	119	3183	4807	1349	316	126	62	36	19	19	9	5	1					10051
	Girls	130	3137	4639	1227	235	102	59	34	21	14	13	6	3	3	1			9624
Repeated Grade I from last year	Boys		108	751	960	405	149	67	30	26	7	10	1						2514
	Girls		68	498	552	233	76	29	23	4	5	1	1	1					1491

TABLE 6
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY IN URBAN SCHOOLS
Academic School Year Ended June 30th, 1938 (July 1st, 1937, to June 30th, 1938)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Grade I	Boys	22	1638	2250	694	162	58	26	11	11	6	2	1	1					4881
	Girls	15	1606	2105	470	77	33	12	10	12	7	4	2	2				2	4344
Grade II	Boys		18	1127	1919	730	232	60	27	16	6	4	2	2	1	1			4144
	Girls		23	1283	1856	495	123	36	17	18	13	6	2	1	1				3849
Grade III	Boys			53	326	1719	520	291	114	35	13	8	2	1	1				3880
	Girls			38	1221	1710	536	146	70	23	12	8	2	4	1	1			3772
Grade IV	Boys			7	33	858	1513	709	327	133	51	24	8	2					3669
	Girls			6								51	24	4	1	1			3481
Grade V	Boys				34	852	1489	569	187	325	135	53	11	1	1				3578
	Girls				34	852	1489	569	187	325	135	53	11	1	1				3578
Grade VI	Boys				1	59	1003	1593	596	255	95	33	7	4	3		1		3542
	Girls											168	48	10	2				3519
Grade VII	Boys											411	97	35	5	2	1		3436
	Girls											281	97	35	5	2		1	3471
Grade VIII	Boys											270	73	19	3	3			3191
	Girls											1133	706	368	132	16			3500
Grade IX	Boys											682	261	52	12	2		5	3213
	Girls											1163	741	313	96	13			3213
Grade X	Boys											1329	679	255	72	9	1	2	3498
	Girls											1329	679	255	72	9	1	2	3498
Grade XI	Boys											949	1298	570	236	65	32	15	3423
	Girls											120	550	934	584	218	29	34	2533
Grade XII	Boys											156	870	1019	617	246	76	42	3042
	Girls											16	119	481	681	386	158	105	1946
	Girls											16	200	730	903	485	199	105	2638
Totals by Sex	Boys	22	1656	3437	3572	3504	3438	3422	3325	3343	3487	3410	2980	2465	1622	687	288	150	40808
	Girls	15	1629	3432	3606	3379	3257	3460	3408	3521	3626	3562	3430	2703	1874	811	305	165	42183
*Grand Totals		37	3285	6869	7178	6883	6695	6882	6733	6864	7113	6972	6410	5168	3496	1498	593	315	82991
Began Grade I during the year	Boys	22	1614	1918	310	56	22	15	8	6	4	2	1	1					3978
	Girls	15	1589	1893	271	31	18	10	5	6	2	3	2	1					3846
Repeated Grade I from last year	Boys	24	332	384	106	36	11	3	5	2	2	1							903
	Girls	17	212	199	46	15	2	3			1								498

DEPARTMENT OF EDUCATION

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	249	17,171	6,240	23,660	1.05	72.58	26.37
II	105	12,351	6,032	18,488	.57	66.80	32.63
III	188	10,988	6,302	17,478	1.07	62.87	36.06
IV	225	10,003	6,228	16,456	1.37	60.79	37.84
V	232	9,683	6,277	16,192	1.43	59.80	38.77
VI	359	9,032	6,294	15,685	2.29	57.58	40.13
VII	407	8,908	5,702	15,017	2.71	59.32	37.97
VIII	500	8,265	4,449	13,214	3.78	62.55	33.67
IX	534	7,187	3,585	11,306	4.72	63.57	31.71
X	454	5,063	2,338	7,855	5.78	64.46	29.76
XI	368	3,932	2,201	6,501	5.66	60.48	33.86
XII	376	2,917	1,519	4,812	7.81	60.62	31.57
Totals	3,997	105,500	57,167	166,664	2.39	63.31	34.30

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
I	6	.004	.15	.03
II	10	.006	.26	.06
III	23	.014	.59	.13
IV	89	.053	2.28	.54
V	172	.103	4.40	1.06
VI	425	.255	10.88	2.71
VII	622	.373	15.93	4.14
VIII	1,163	.698	29.77	8.80
IX	1,039	.623	26.60	9.19
X	275	.165	7.04	3.50
XI	68	.041	1.74	1.05
XII	14	.008	.36	.29
Total	3,906	2.343	100.00	

The tendency of pupils to complete the Intermediate course is shown in the fact that the number of pupils leaving Grade IX continues to increase while that for Grade VIII shows a decrease from the previous years.

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1937, TO JUNE 30, 1938

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
July	6,892.5	5,688.5	82.53
August	42,487	37,005	87.10
September	2,951,724.5	2,559,060.5	86.90
October	2,938,277.5	2,672,577.5	90.96
November	3,088,513	2,817,175.5	91.21
December	2,497,176	2,274,545	91.09
January	3,060,301.5	2,713,462	88.67
February	2,965,812	2,573,316	86.77
March	3,406,382	3,009,550.5	88.35
April	2,338,656.5	2,094,770	89.57
May	3,141,750	2,844,644.5	90.54
June	3,221,496	2,943,480	91.37
Average Monthly Percentage of Attendance			89.50

The average monthly percentage of attendance shows an increase of 1.29 over last year.

TABLE 10
SCHOOL DISTRICTS

Number of School Districts in existence, Dec. 31st, 1937, including the units in Consolidation	3,827
Number of Consolidations in existence, Dec. 31st, 1937	60
Number of School District units in Consolidation, Dec. 31st, 1937	197
Number of School Districts established in 1938	33
Number of School Districts dissolved in 1938: Rural	1
R. C. S.	1
R. H.	1
	3
Number of School Districts in Province, Dec. 31st, 1938, including the units in Consolidation	3,857
Number of Consolidations in Province, Dec. 31st, 1938	60
Number of School District units in Consolidation, Dec. 31st, 1938	197
Number of Rural High Schools in existence, Dec. 31st, 1938	16
Number of units in Rural High Schools, Dec. 31st, 1938	77
Number of School Divisions in Province, Dec. 31st, 1937	22
Number of School Divisions erected in 1938	22
Number of School Divisions in existence, Dec. 31st, 1938	44
Number of units in School Divisions, Dec. 31st, 1938	3,087

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province, Dec. 31st, 1938, and add the 60 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

TABLE 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	38,653	19,390	19,263	6,567,184	33,221.33
Town Schools	15,478	7,470	8,008	2,576,253	13,041.66
Separate Schools	6,549	3,018	3,531	1,029,383	5,421.58
Village Schools	15,049	7,389	7,660	2,466,353	12,510.33
Consolidated Schools	6,757	3,328	3,429	1,094,960	5,481.57
Rural High Schools	505	213	292	83,725	423.84
Rural Schools	83,673	42,556	41,117	12,727,417	65,062.24
Total	166,664	83,364	83,300	26,545,275	135,162.55

The average number of pupils enrolled per room was 27.6, a decrease of .7 from the previous year. The average attendance of pupils per room was 22.4, the same as in the previous year.

TABLE 12
GRAPH 1

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905 - 38 INCL.

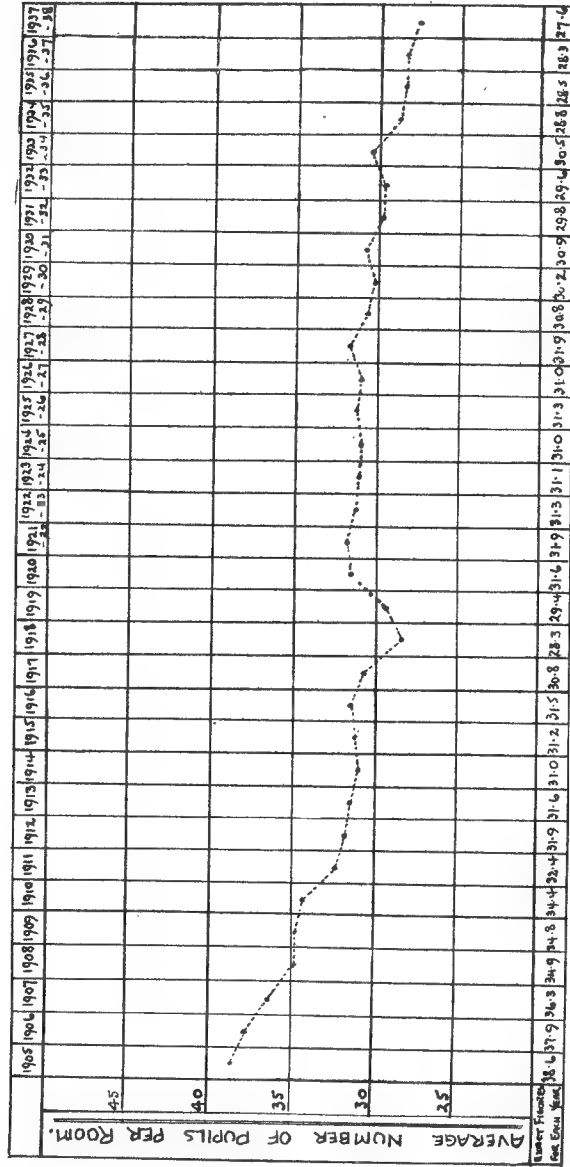


TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

No	Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
1	Berry Creek	30	26	3	1	380	286.45
2	St. Mary's River	56	70	12		1,673	1,336.96
3	Foremost	115	91	2	24	1,115	908.46
4	Cypress	70	64	2	8	1,302	1,155.68
5	Tilley East	50	23	1	13	362	274.78
6	Taber	61	49	6	14	907	702.91
7	Lethbridge	65	77	11	12	2,035	1,553.02
8	Acadia	99	63	3	23	934	681.80
9	Sullivan Lake	91	46	3	23	769	580.49
10	Peace River	56	51	2	4	1,324	933.60
11	Lac Ste. Anne	69	75	6		2,175	1,647.94
12	Edson	44	45	3	1	1,201	909.51
13	Clover Bar	77	100	21		3,165	2,461.54
14	Grande Prairie	85	81	3	2	2,178	1,674.45
15	Rocky Mountain House	75	75	3		2,001	1,452.60
16	Neutral Hills	59	50		1	778	571.50
17	Holden	76	83	6	1	1,891	1,488.83
18	Lamont	53	81	28		2,729	2,297.63
19	Vegreville	65	70	7		1,749	1,411.59
20	Camrose	69	77	6		1,886	1,487.10
21	Two Hills	59	83	20		2,961	2,319.25
22	Killam	68	70	2	2	1,284	1,033.66
Total		1,492	1,450	150	129	34,799	27,169.75

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	806	333	1,852	2,991
Between 20 and 39 days	1,148	596	3,373	5,117
Between 40 and 59 days	1,180	546	3,039	4,765
Between 60 and 79 days	960	420	2,046	3,426
Between 80 and 99 days	867	410	2,086	3,363
Between 100 and 119 days	1,217	655	3,158	5,030
Between 120 and 139 days	1,789	895	4,843	7,527
Between 140 and 159 days	4,145	1,941	10,054	16,140
Between 160 and 179 days	15,553	5,923	24,069	45,545
Between 180 and 199 days	31,071	10,947	28,765	70,783
200 days and over	1,535	54	388	1,977
Totals	60,271	22,720	83,673	166,664

Of the pupils enrolled, 70.98% attended over 160 days, an increase of 6.07% over the previous year.

TABLE 15
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1937-38

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	153	117.08	88.41
Edmonton	16,579	13,966.77	92.53
Calgary	15,075	13,196.10	92.73
Thibault	234	196.70	94.18
Macleod	346	288.47	92.78
Lethbridge	2,508	2,177.87	93.17
Medicine Hat	1,960	1,692.38	93.45
Fort Saskatchewan	238	195.51	93.00
National Park	400	338.40	92.28
Gleichen	174	148.87	91.62
Red Deer	775	637.90	92.91
Pincher Creek	184	161.19	92.36
High River	379	317.52	91.60
Okotoks	208	171.31	92.44
Innisfail	373	317.75	89.44
Olds	427	349.41	89.80
Lacombe	450	362.25	91.07
Wetaskiwin	508	450.73	94.37
Leduc	294	236.06	91.15
Ponoka	444	378.07	91.16
Cardston	639	542.49	92.29
Magrath	482	396.04	91.41
Blairmore	439	386.84	94.55
Didsbury	245	209.61	92.22
Raymond	767	669.33	93.12
Claresholm	345	291.63	91.33
Athabasca	171	136.47	89.73
Irvine	79	65.13	90.78
Taber	547	471.13	92.05
Stavely	109	87.84	88.16
Coleman	694	604.21	94.39
Gratum	95	82.18	93.14
Camrose	671	571.21	89.51
Vermilion Centre	389	334.62	94.13
Stettler	361	311.70	92.74
New Vegreville	485	403.63	92.09
Daysland	161	138.08	92.66
Strathmore	157	130.75	91.03
Wainwright	278	236.84	92.21
Hardisty	157	133.64	93.63
Vulcan	296	246.72	89.91
Tofield	184	159.01	93.31
Bow Island	117	106.23	94.13
Brooks	209	174.68	92.74
Bassano	182	154.96	90.37
Castor	140	118.82	93.77
St. Paul	379	298.95	91.53
Redcliffe	225	194.13	92.53
Beverly	252	208.32	90.13
Edson	491	418.28	91.46
Coronation	185	156.35	92.85
Drumheller	1,248	1,099.58	93.03
Grande Prairie	409	343.06	91.76
Big Valley	147	122.80	90.83
Peace River	287	221.71	86.68
Hanna	371	313.34	92.45
Three Hills	242	210.52	93.24
Grouard	187	150.22	95.91
Calgary R. C. S.	1,640	1,399.50	92.59
Edmonton R. C. S.	2,979	2,421.70	91.38
Lethbridge R. C. S.	562	498.54	94.03
Sacred Heart R. C. S.	48	36.92	89.31
St. Martin's R. C. S.	130	113.78	94.15
North Red Deer R. C. S.	177	145.17	92.87
St. Michael's R. C. S.	132	113.77	95.57
St. Louis R. C. S.	169	140.18	93.06
Theresetta R. C. S.	76	59.63	91.97
St. Joseph's R. C. S.	95	82.50	92.23
Wainwright R. C. S.	132	104.77	91.78

Average of monthly percentages of attendance in town schools during the year for the months of operation was 92.13. This is an increase of 1.52 from last year.

TABLE 16
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION FROM INFORMATION RECEIVED FROM 68 TOWN AND CITY SCHOOLS

Course and Subject	Grade IX		Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Academic:											
Algebra	1581	1605	1258	1417	313	375	867	989	4019	4386	8405
Arithmetic & Mensuration	54	33	89	99	1250	1468	105	195	1498	1795	3293
Biology			552	572	71	71	548	822	1171	1465	2636
Chemistry			151	144	1150	1250	803	889	2104	2283	4387
Dramatics	386	498	304	686			3	9	693	1193	1886
English Composition	1911	2005	1224	1302	1371	1375	585	750	5091	5432	10522
English Grammar	829	861	710	651	656	710	78	74	2273	2296	4569
English Literature	2085	2262	1368	1529	1394	1606	910	1144	5757	6541	12298
French	1178	1346	938	1179	549	641	680	852	3345	4018	7363
General Mathematics	624	683	295	372		8			919	1063	1982
General Science	2177	2340	245	239	174	14			2595	2693	5288
Geography	4	10	88	63	833	937	64	97	989	1107	2096
Geology			348	305			10	13	358	318	676
Geometry	1421	1444	267	325	490	617	49	66	2227	2452	4679
German			44	39	40	50	28	37	112	126	238
History of Literature			11	17	1	2	55	131	67	150	217
History, Ancient											
History, British											
Social Studies											
History and Civics (Canadian)			54	82	925	957	36	77	1015	1116	2131
History, Modern	19	33	27	52	54	68	452	561	552	714	1266
Latin			246	342	438	399	242	316	926	1057	1983
Physics			1088	1226	298	349	576	532	1962	2107	4069
Social Studies	2051	2194	1823	2084	218	305	51	62	4143	4645	8788
Trigonometry			7	20	14	25	833	1016	854	1061	1915
Commercial:											
Bookkeeping and Junior Business	1242	1203	699	1109	138	410	54	73	2133	2795	4928
Business Law	84	58	76	92	63	152	18	48	241	350	591
Stenography	15	42	230	681	134	442	21	52	400	1217	1617
Typewriting	429	480	435	891	127	431	23	58	1014	1860	2874
Technical and Special:											
Agriculture											
Art	439	519	796	856	85	109	20	47	1381	1531	2912
Domestic Science		1383	498			30		32		1943	1943
Physical Culture	2063	2208	1800	2208	264	311	55	124	4182	4851	9033
Military Drill											
Music	362	599	180	558		9	2	16	544	1182	1726
Electrical			85		35				120		120
Automotives			57						57		57
Motor Mechanics			5		18						23
General Shop	1501	4	407	26	119		41		2068	30	2098
Woodwork			53		4				57		57
Needlework and Dressmaking				145		3				148	148
Metals			73		7				80		80

DEPARTMENT OF EDUCATION

TABLE 17
PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE FROM INFORMATION COMPILED FROM 68 CITY AND TOWN SCHOOLS REPORTING
FOR THE YEAR 1937-38

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade IX	Boys			4	93	571	821	513	243	80	10	2	1	2338
	Girls		1	11	107	741	963	474	171	45	9	1	2	2525
Grade X	Boys				4	94	533	770	464	190	54	24	6	2139
	Girls				1	130	707	979	461	216	51	24	13	2582
Grade XI	Boys					3	83	412	698	471	171	71	29	1938
	Girls					7	104	616	715	461	196	54	37	2190
Grade XII	Boys						5	60	331	491	300	124	70	1381
	Girls						6	131	527	651	570	132	77	2094
Totals by Sex	Boys			4	97	668	1442	1755	1736	1232	535	221	106	7796
	Girls		1	11	108	878	1780	2200	1874	1373	826	211	129	9391
Grand Totals			1	15	205	1546	3222	3955	3610	2605	1361	432	235	17187

TABLE 18
STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT DURING
THE SCHOOL YEAR 1937-1938

	Totals
Number of pupils leaving to attend:	
(a) Normal Schools	306
(b) Universities and Institute of Technology and Art	289
(c) Business Colleges	288
(d) Other Schools	2,907
Number of pupils who left the District (not included above)	3,790
Number who died	2,136
Number permanently at home owing to ill-health	80
	312

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Total
Girls—							
At home	559	641	645	265	257	197	2,564
In domestic service	75	70	83	31	49	30	338
In shops and offices		7	10	31	78	76	202
In factories				6	7	6	19
Learning a trade	9	8	24	12	28	71	152
In other occupations, such as delivering messages, etc.	6	2	10	28	32	77	155
In occupations not known	11	10	32	31	40	103	227
Totals	660	738	804	404	491	560	3,657
Boys—							
At home (farming, etc.)	903	758	679	260	192	146	2,938
In shops and offices as clerks	1	15	22	53	73	131	295
In factories, mines, etc.	4	7	13	15	22	27	88
Learning a trade	3	14	31	26	39	28	141
In other occupations, such as messengers, delivery boys, etc.	16	26	52	44	30	27	195
In occupations not known	25	36	53	51	46	74	285
Totals	952	856	850	449	402	433	3,942

NUMBER NOT AT WORK

Girls	96	109	152	81	81	103	622
Boys	98	102	114	72	53	96	535
Totals	194	211	266	153	134	199	1,157
Grand Total							15,074

TABLE 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days			1	1
Between 40 and 59 days			3	3
Between 60 and 79 days			1	1
Between 80 and 99 days			7	7
Between 100 and 119 days			2	2
Between 120 and 139 days			4	4
Between 140 and 159 days			8	8
Between 160 and 179 days		2	41	43
Between 180 and 199 days	57	160	2,977	3,194
200 days and over	18	37	273	328
Totals	75	199	3,317	3,591

During the year 99.3% of the schools in operation, operated over 160 days, an increase of .4% over the previous year.

TABLE 20
NUMBER OF SCHOOLS IN OPERATION AT JUNE 30th, 1937, AND JUNE 30th, 1938,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1937	June 30, 1938	June 30, 1937	June 30, 1938
1 Department	3,002	3,032	3,002	3,032
2 Departments	314	326	628	652
3 "	72	75	216	225
4 "	54	50	216	200
5 "	26	32	130	160
6 "	21	19	126	114
7 "	10	14	70	98
8 "	3	3	24	24
9 "	4	2	36	18
10 "	6	6	60	60
11 "	3	3	33	33
12 "	7	8	84	96
13 "	3	3	39	39
14 "	3	2	42	28
15 "		2		30
16 "	1	2	16	32
17 "	1		17	
19 "	1	2	19	38
20 "	3	2	60	40
21 "	1		21	
26 "		1		26
33 "	1	1	33	33
48 "	1		48	
49 "		1		49
55 "		1		55
59 "	1		59	
66 "	1		66	
67 "		1		67
78 "	1		78	
82 "		1		82
388 "	1		388	
389 "		1		389
414 "		1		414
424 "	1		424	
Totals	3,542	3,591	5,935	6,034

TABLE 21
GRAPH 2

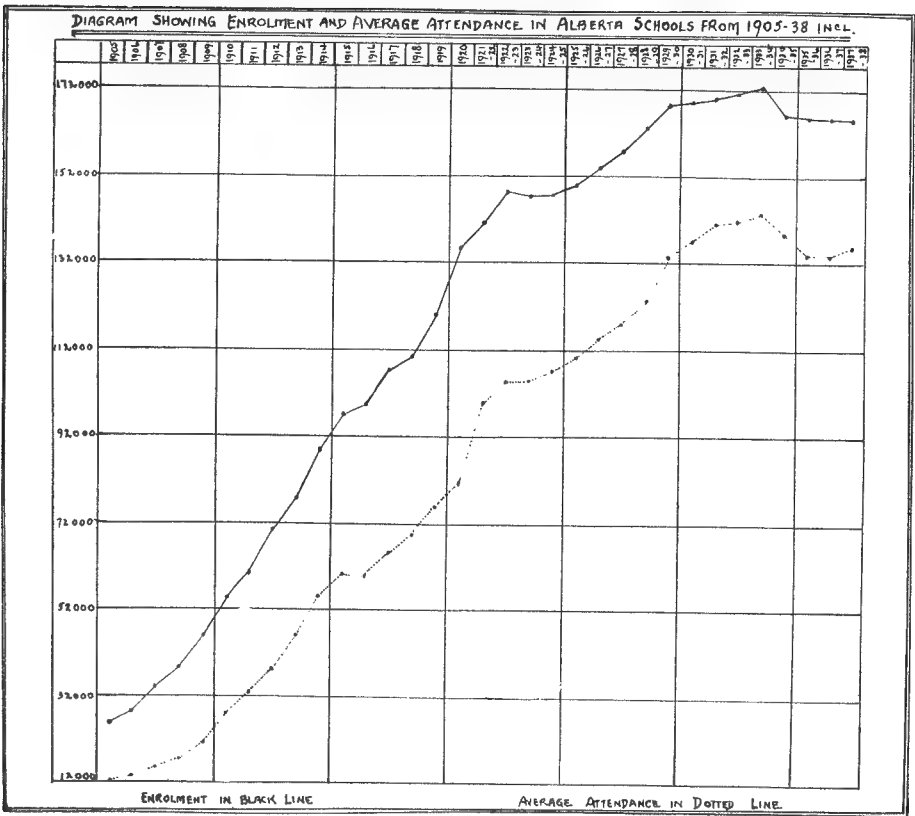


TABLE 22

	1927-28	1936-37	1937-38
(1) Aggregate number of days attended during the year	22,613.638	25,911.897	26,545.275
(2) Average number attending each day	119,084.01	133,109.08	135,162.55
(3) Average monthly percentage of attendance	87.36	88.21	89.50
(4) Average number of days school was open during the year	184.61	191.14	196.09
(5) Average number of days pupils attended during the year	142.15	154.22	159.27
(6) Average number of days lost by pupils during the year	67.85	55.78	50.73
(7) Percentage proportionate of total attendance to average attendance	74.85	79.26	81.10
(8) Percentage proportionate of Secondary to Elementary Grades	12.92	21.74	22.38

The average number of days attended by pupils has increased 5.05 days over the previous year. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 18.77% of the time schools were in operation.

The average monthly percentage of attendance shows an increase of 1.29% over last year.

The percentage proportionate of Secondary to Elementary Grades has increased .64% over last year. Grades I to VIII are elementary and Grades IX to XII are secondary.

TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1938 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50

Of the school districts able to operate, 95.5% were in operation. The total of 3,978 includes 197 units in consolidation and 44 divisions established in 1938.

TABLE 24
GRAPH 3

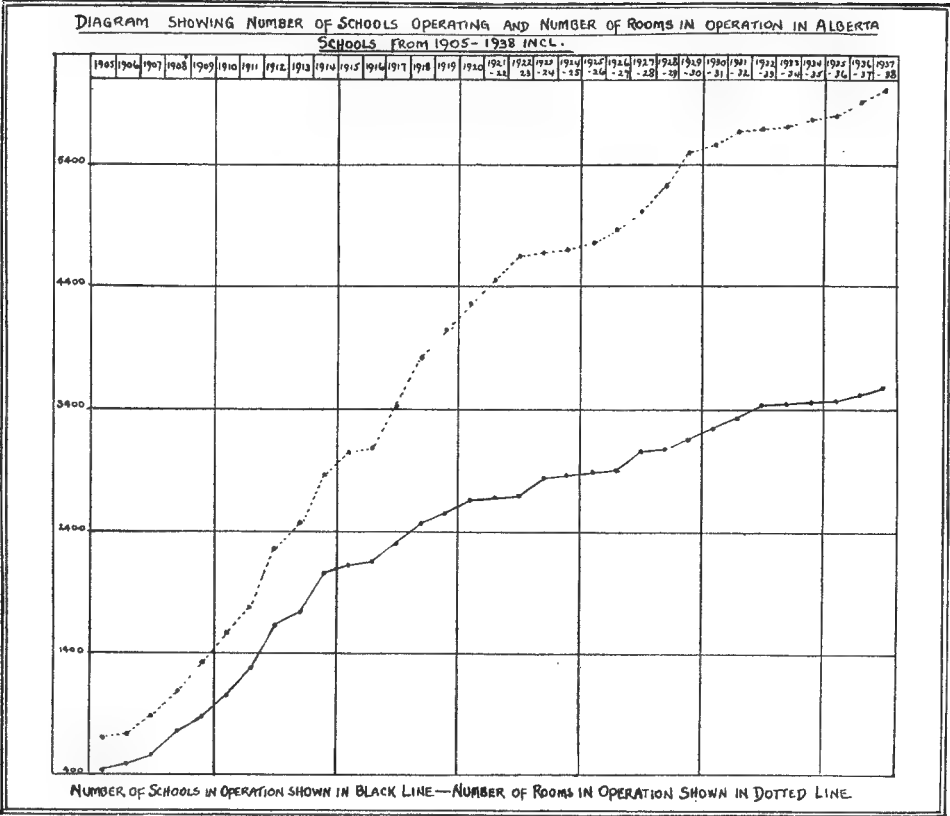


TABLE 25
RECEIPTS AND DISBURSEMENTS
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1937

RECEIPTS	
Cash on hand January 1st, 1937	\$ 1,412,842.70
Proceeds from Debentures	29,732.62
Taxes Collected	7,738,065.94
Government Grants	1,527,056.40
Borrowed by Note	765,191.89
Pupils' Fees	120,205.91
Amount advanced by Treasurers	533.20
Received from other sources	223,272.77
	<u>\$11,816,901.43</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 5,893,852.44
Officials' Salaries	254,906.19
Paid on Debentures	935,752.08
Paid on Notes (Renewals and Interest)	798,952.02
School Buildings and Repairs	571,018.43
School Grounds	57,839.57
School Furniture	107,672.82
Library and Reference Books	46,008.47
Apparatus and Equipment	51,588.13
Supplies and Stationery	260,096.21
Caretaking and Fuel	824,280.89
Insurance	82,087.54
Other Expenditures	775,101.16
Balance on hand December 31st, 1937	1,157,745.48
	<u>\$11,816,901.43</u>

TABLE 26
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1937

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1937	\$ 587,819.37	\$ 824,951.33
Proceeds from Debentures	6,216.42	23,516.20
Taxes Collected	4,945,444.09	2,792,621.85
Government Grants	666,907.17	860,149.23
Borrowed by Note	654,337.99	110,853.90
Pupils' Fees	97,762.13	22,443.78
Amount advanced by Treasurers	61.03	472.17
Received from other sources	128,322.27	94,950.50
	<u>\$7,086,942.47</u>	<u>\$4,729,958.96</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,337,796.62	\$2,556,055.82
Officials, Salaries	126,526.27	128,379.92
Paid on Debentures	810,231.17	125,520.91
Paid on Notes (Renewals and Interest)	696,332.66	102,619.36
School Buildings and Repairs	281,905.40	289,113.03
School Grounds	18,741.24	39,098.33
School Furniture	54,220.15	53,452.67
Library and Reference Books	15,304.53	30,703.94
Apparatus and Equipment	27,929.25	23,658.88
Supplies, Stationery, etc.	146,253.16	113,843.05
Caretaking and Fuel	537,850.39	286,430.50
Insurance	54,655.98	27,431.56
Other Expenditures	474,055.28	301,045.88
Balance on hand, December 31st, 1937	505,140.37	652,605.11
	<u>\$7,086,942.47</u>	<u>\$4,729,958.96</u>

DEPARTMENT OF EDUCATION

TABLE 27
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1937

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1937	\$ 505,140.37	\$ 652,605.11
Arrears on Taxes due	3,686,748.61	2,797,731.29
Estimated Value of Land and Buildings	11,304,587.31	6,699,702.69
Estimated Value of Furniture and Apparatus	1,404,006.77	1,575,591.93
Estimated Value of School Libraries	90,620.13	265,899.31
Other Assets	1,300,658.34	901,461.80
	<u>\$18,291,761.53</u>	<u>\$12,892,992.13</u>
LIABILITIES		
Teachers' Salaries	\$ 55,966.19	\$ 236,516.27
Debenture Indebtedness	7,570,566.11	971,601.85
Outstanding Accounts	839,428.70	753,420.97
Amounts due Treasurers	30.89	394.74
Excess of Assets over Liabilities	9,825,769.64	10,931,058.30
	<u>\$18,291,761.53</u>	<u>\$12,892,992.13</u>

TABLE 28
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL
SCHOOL DISTRICTS FOR THE YEAR 1937

ASSETS	
Cash on hand December 31st, 1937	\$ 1,157,745.48
Arrears of taxes due in collecting districts	5,113,634.86
Balance due on Requisitions in non-collecting districts	1,370,845.04
Estimated Value of Land and Buildings	18,004,290.00
Estimated Value of Furniture and Apparatus	2,979,598.70
Estimated Value of School Libraries	356,519.44
Other Assets	2,202,120.14
	<u>\$31,184,753.66</u>
LIABILITIES	
Teachers' Salaries	\$ 292,482.46
Debenture Indebtedness	8,542,167.96
Outstanding Accounts	1,592,849.67
Amounts due Treasurers	425.63
Excess of Assets over Liabilities	20,756,827.94
	<u>\$31,184,753.66</u>
Total Insurance on Property	<u>\$18,721,193.00</u>

TABLE 29
COMPARATIVE COST ON EDUCATION

	1927-28	1936-37	1937-38
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 59.50	\$ 54.79	\$ 56.95
Cost per pupil per year according to average attendance	79.49	69.14	70.22
Average cost per pupil for each day in attendance	.421	.365	.358
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	56.18	44.53	45.89
Cost per pupil per year according to average attendance	83.68	59.56	59.26
Average cost per pupil for each day in attendance	.448	.306	.304
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	61.67	61.65	65.62
Cost per pupil per year according to average attendance	77.09	74.96	78.15
Average cost per pupil for each day in attendance	.39	.384	.396
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	51.57	49.47	52.10
Cost per pupil per year according to average attendance	66.26	60.58	62.25
Average cost per pupil for each day in attendance	.338	.317	.315
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	77.43	79.87	83.81
Cost per pupil per year according to average attendance	90.55	94.06	97.52
Average cost per pupil for each day in attendance	.465	.478	.493
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	87.68	76.58	72.07
Cost per pupil per year according to average attendance	114.34	91.57	88.84
Average cost per pupil for each day in attendance	.59	.472	.445
IN RURAL HIGH SCHOOLS:			
Cost per pupil per year according to enrolment		69.50	69.39
Cost per pupil per year according to average attendance		86.12	82.67
Average cost per pupil for each day in attendance		.444	.419
IN DIVISIONS:			
Cost per pupil per year according to enrolment			44.92
Cost per pupil per year according to average attendance			57.53
Average cost per pupil for each day in attendance			.293

DEPARTMENT OF EDUCATION

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,491,590.00	56.95	70.22

TABLE 31

TEACHERS' SALARIES, 1937-38 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic and High School Male	129	\$4,000.00	\$ 872.00	\$1,720.60
Academic and High School Female	113	3,300.00	800.00	1,718.18
First Male	1,168	4,000.00	750.00	1,198.33
First Female	2,186	3,300.00	600.00	931.46
Second Male	642	2,850.00	700.00	899.40
Second Female	1,806	2,500.00	650.00	896.91
Third Male	13	840.00	600.00	721.54
Third Female	12	840.00	600.00	677.93
Special and Vocational Male	63	4,000.00	1,300.00	2,206.15
Special and Vocational Female	41	3,300.00	750.00	1,893.52

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1937-38	Salaries, 1927-28	Salaries, 1937-38
Average salary per year paid in Rural Schools	3,759	\$1,027.63	\$ 777.76
Average salary per year paid in Urban Schools	2,414	1,479.03	1,431.03
Average salary per year paid in Town Schools	1,529	1,604.52	1,650.63
Average salary per year paid in Village Schools	423	1,302.72	1,020.31
Average salary per year paid in Separate Schools	205	1,074.97	1,118.27
Average salary per year paid in Consolidated Schools	236	1,261.07	1,014.17
Average salary per year paid in Rural High Schools	21		1,123.81
Average salary per year paid in Divisions	1,478		792.41
Average salary per year paid in all Schools	6,173	1,200.64	1,031.19

DEPARTMENT OF EDUCATION

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-38 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,632	2,964	191	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*58,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,045,485.21	301,364.86	12,558,363.17
1922-22	68,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,452,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	41,730.38	61,253.16	5,441,486.95	5,669	3,368	27	18,088,293.17	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,379,211.58	366,113.20	15,415,937.14
1924-25	68,173	79,621	44,709.80	63,170.36	5,477,156.27	5,864	3,431	22	18,651,314.66	366,113.20	17,270,654.21
1925-26	81,555	81,555	49,009.79	64,018.03	5,640,218.53	5,135	3,463	40	19,028,647.66	363,983.03	17,135,184.00
1926-27	73,842	80,438	49,826.69	65,298.09	5,899,839.00	5,395	3,515	50	19,639,044.57	369,992.98	17,982,551.66
1927-28	79,081	83,065	51,470.05	67,613.96	6,243,093.22	5,819	3,571	59	20,967,119.68	379,106.91	18,618,336.17
1928-29	77,665	87,165	53,803.64	69,676.29	6,586,973.96	5,857	3,640	73	22,389,686.67	381,024.94	19,606,227.19
1929-30	80,116	88,614	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	23,591,911.83	377,499.52	20,850,105.71
1930-31	81,438	89,357	62,769.84	75,466.72	6,741,826.03	5,844	3,753	40	23,951,971.83	381,971.83	21,676,640.17
1931-32	83,384	88,061	64,210.35	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1932-33	84,099	87,247	66,299.76	75,570.14	5,734,956.41	6,050	3,734	20	18,424,568.96	368,537.00	19,388,778.66
1933-34	83,855	83,855	64,672.32	71,440.05	5,613,780.88	5,912	3,766	33	18,991,602.43	358,234.93	22,256,912.37
1934-35	83,858	83,335	63,213.42	69,511.76	5,668,078.81	6,001	3,826	53	18,777,598.98	362,187.78	21,387,642.06
1935-36	83,860	83,860	63,467.96	69,641.12	5,694,072.03	6,130	3,859	40	20,391,512.75	364,279.13	23,496,238.54
1936-37	83,673	82,991	65,062.24	70,100.31	5,893,852.44	6,173	3,978	56	18,004,290.00	356,519.44	20,756,827.94
1937-38								33			

*For the June Term only.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1938

Name	No.	Date of Establishment	Township	Range	Meridian
Lachan	4810	January 5th	54-55	6-7	5th
Majeau	4811	January 5th	57	3-4	5th
Webster Trail	4812	January 8th	74	4	6th
Dionne	4813	January 8th	66-67	14-15	4th
Nelson	4814	January 8th	66-67	14	4th
Moore Lake	4815	January 8th	63-64	3-4	4th
Land's End	4816	February 8th	60-61	22-23	4th
Big Bay	4817	February 21st	67	12-13	4th
Northend	4818	March 22nd	49-50	4-5	5th
Beecliffe	4819	April 9th	58-59	5	5th
Laval	4820	April 22nd	79-80	24	5th
North Equity	4821	May 9th	74	6	6th
Ravenna	4822	May 21st	72	1-2	6th
Tweedsmuir	4823	June 8th	56	19-20	4th
Sandholm	4824	June 22nd	47	1	5th
Balm Tree	4825	June 22nd	62-63	5-6	4th
Ferry Trail	4826	June 24th	58	10-20	4th
Antelope Creek	4827	July 7th	18	16	4th
Augustine	4828	July 7th	60-61	3-4	4th
Timberlane	4829	August 9th	49	8-9	5th
Ridge	4830	August 9th	2-3	21-22	4th
West Jura	4831	August 18th	3	13-14	4th
Bradson	4832	August 18th	34-35	2-3	4th
Kingsway	4833	August 22nd	65-66	1-2	5th
Coronado	4834	August 29th	56-57	22-23	4th
Conklin	4835	September 8th	76-77	7-8	4th
Caribou Range	4836	September 23rd	62-63	24-25	4th
Pleasant Lake	4837	October 7th	60-61	10-11	5th
North Yeoford	4838	October 12th	46-47	2-3	5th
New Grand Centre	4839	November 7th	62-63	1-2	4th
Alexo	4840	November 12th	40	13	5th
New Fish Creek	4841	December 8th	72-73	21-22	5th
Ranchholme	4842	December 22nd	50-51	11-12	4th
Rycroft, R.H.	19	July 7th	77-78-79	4-5	6th
Paradis, R.C.S.	33	February 8th	54-55	23	4th

SCHOOL DISTRICTS DISSOLVED DURING 1938

Name	No.	Date of Dissolution	Township	Range	Meridian
Kingman Rural High	8	February 1st	48-49	19-20	4th

TABLE 35
REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING June 30th, 1938
Number of Colleges Reporting 40

	Male	Female	Total
No of Teachers in residence	59	74	133
No of Teachers not in residence	33	44	77
No. of Pupils in residence	815	741	1,556
No. of Pupils not in residence	639	1,027	1,666
No. of Pupils also enrolled in publicly controlled schools	18	18	36
No. of Pupils doing work of Elementary Grades	761	795	1,556
No. of Pupils doing work of Secondary Grades	485	587	1,072
No. of Pupils doing special work only	208	386	594

Total Enrolment 3,222
Average Attendance 2,984.27
Average number of days school operated 195.48
Length of Course in years 4 to 14 years

Schools under control of:

(a) Church	19
Corporation	9
Society	3
Private Individuals	9
(b) Religious Denominations	28
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